

Nature Study.

Blackboard Work.

THE SCHOOL JOURNAL

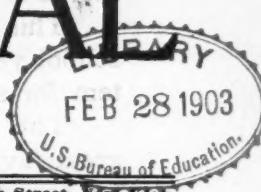
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American University Ideals.

By Pres. ARTHUR T. HADLEY, of Yale University.

[Report of an Address.]

President Hadley, of Yale, recently delivered an address at Northwestern university which gives in a forcible way the peculiar characteristics of American university organization. There are, he said, two traditional conceptions of a university—the German and the English. The German regards it primarily as a group of professional schools. It has its three faculties devoted to the "learned" professions of theology, law, and medicine; and a fourth faculty, which until the last century was a sort of college of arts, intended to prepare the pupils for the professional schools, but which has now become a faculty of philosophy, intended for the training of teachers and investigators.

Opposed to this is the English conception, which takes little or no account of professional training; which regards the university as a place where, to quote the words of President Wilson, "Many are trained to the love of letters and science, and a few to their successful pursuit."

I would not deny the title university to an institution which was successfully conducted either on the old English model or on the old German model; but I believe that in each case it would fall short of the full realization of what a university can be and ought to be.

If it consists almost entirely of professional schools it tends to become practical in the bad sense of the word. If a university, in its efforts to be practical, simply adapts means to ends in education, and shows its students how to do public service, it does unbounded good. But if it goes one step further, and confines its attention to those things which will bring a visible, material return, it does equally unbounded harm. It is essential to the future of the nation that there should be men who look at the service rather than the return—men with whom things of sentiment count for just as much as things of business; and it is perhaps the highest duty of the university in its teaching of science and letters, of morality and of religion, to cultivate this way of looking at things. If it fails to do this it will, in an old country like Germany, become imbued with the spirit of officialism; in a new country like America, with that of commercialism.

On the other hand, a university of the English type is likely to fall into idealism in the bad sense of the word. If our pursuit of idealism means that we are inspired by noble and far-reaching motives it is good. If it means that we do not know how to give effect to these motives in every-day work it is bad. It is the duty of a university to teach disinterested service. If its atmosphere becomes exclusively professional it teaches service, but not disinterestedness; if it becomes exclusively non-professional it teaches disinterestedness, but not service. It is our problem to combine the two.

Fortunately the American university ideal, so far as it has been formed, recognizes the need of this combination. By the middle of the nineteenth century the combination of college and professional schools had become established as the typical American university. We may regard it as settled by the logic of history that the American university, for the present at any rate, shall have both its

school of arts as a center of idealism and its several professional schools as means of practical realization of the ideals.

But there are equally important questions bearing on the future of the professional schools which are by no means thus settled. One of these deals with the proper method of co-ordination between the different parts of a university. Shall we regard the college as a sort of preparatory department, thru which all should, if possible, be made to pass before they enter the professional schools? Or shall we regard the different departments, collegiate and professional, as existing side by side? In many of our universities a preliminary course in college is required for entrance to the so-called "learned" professions of theology, law, and medicine. I believe that this requirement is a mistake. It involves an effort to perpetuate a distinction which is contrary to the spirit of American institutions. Its tendency is to shut out boys whose fathers have no money from the practice of these callings. I also believe that it will tend to lower the standard of our collegiate degrees. For if we are to require a certain degree of all candidates for law or medicine we shall be under constant pressure to reduce the requirement for that degree to the minimum which it is easy to exact of all. Let the preliminary examinations of our professional schools be fixed as high as may be necessary; but let us not, in lieu of such requirement, insist on preliminary residence at a collegiate institution from those who lack either the money or the inclination to profit thereby. And let us in the future, as we have done in the past, construct our collegiate courses to meet the needs of those who want them, instead of reconstructing them to meet the needs of those who do not want them.

There is a second question concerning the position of our professional schools less prominently in the foreground of public discussion, but no less important. Shall we consider it their aim to prepare men for public service? Or shall we regard them as places of research, whose contribution to scientific progress furnishes their main justification and whose teaching work is only incidental? There is in these days a tendency to exalt philosophical investigation at the expense of teaching. Research is a thing of great importance to the community, and those who are engaged therein often show themselves all the better teachers on that account. But we make a mistake if we fix our eyes too exclusively on research at the expense of teaching and estimate the value of a university solely on the former basis. It may be true that one real jurist is worth a hundred ordinary lawyers; that one medical discoverer does more good than a thousand physicians; that one prophet is worth ten thousand preachers of the conventional type. Nevertheless, the institution which tries only to make jurists or discoverers or prophets will fail of giving the country the lawyers and doctors and ministers which it wants. It is in the power of the professional school to be something more than a mere professional school; but not by neglecting its plain duty of technical training. To emphasize the needs of practical life was the original function of the organized professional school in university affairs; and amid all the changes which have taken place in its position and influence, it is still charged with the same duty and invested with the same privilege.

Why No Schedules for Nature Study.

By Edward F. Bigelow, Stamford, Conn.

What is nature-study? It is a point of view. It is the acquirement of sympathy with nature, which means sympathy with what is.

As a pedagogical ideal, nature study is teaching the youth to see and to know the thing nearest at hand, to the end that his life may be fuller and richer. Primarily, nature-study, as the writer conceives it, is not knowledge. He would avoid the leaflet that gives nothing but information. *Nature-study is not method.* Of necessity each teacher will develop a method; but this method is the need of the teacher, not of the subject.

Nature-study is not to be taught for the purpose of making the youth a specialist or a scientist. Now and then, a pupil will desire to pursue a science for the sake of the science, and he should be encouraged. But every pupil may be taught to be interested in plants and birds and insects and running books, and thereby his life will be the stronger. The crop of scientists will take care of itself.—Professor L. H. Bailey, Professor of Horticulture at Cornell university.

Books of natural history aim commonly to be hasty schedules, or inventories of God's property, by some clerk. They do not in the least teach the divine view of nature, but the popular view, or rather the popular method of studying nature, and make haste to conduct the persevering pupil only into that dilemma where the professors always dwell.—Henry D. Thoreau, the sage of Walden.

Professor Bailey is a prominent scientist of the present day, whose writings are chiefly scientific. He occasionally views nature informally, as in his famous article on nature study from which the above was quoted.

Henry D. Thoreau was the first and generally accredited as the greatest of American naturalists. He occasionally looks at nature from the scientific point of view, as is evinced by his assistance to Agassiz. Thoreau is a naturalist; Professor Bailey a scientist. These are two different points of view, altho there is no opposition nor hard and fast lines. The most successful scientist must have much of the naturalist ("Nature Study") in him and the naturalist's love leads him to more and more of scientific knowledge. It is not a question as to whether one has a naturalist's love and ability to see things, or whether he has a scientist's knowledge. Each man must have both qualities. The question is, of which quality has he the most? and the answer decides whether he is a scientist or a naturalist. I take these two men as typical of the two classes, notwithstanding the fact that each has much of the spirit of the other. Both Bailey and Thoreau have recognized that there is a difference between nature study and science. Here is Bailey's way of making the distinction:

Nature study is not the study of a science, as of botany, entomology, geology, and the like. That is, it takes the things at hand and endeavors to understand them, without reference to the systematic order or relationships of the objects. It is wholly informal and unsystematic, the same as the objects are which one sees. It is entirely divorced from definitions, or from explanations in books. It is therefore supremely natural. It simply trains the eye and the mind to see and to comprehend the things of life; and the result is not directly the acquirement of science, but the establishing of a living sympathy with everything that is.

Thoreau in "Spring" draws the distinction in his characteristic style as follows:—

As it is important to consider nature from the point of view of science, remembering the nomenclature and systems of men, and so, if possible, go a step further in that direction, so it is equally important often to ignore or forget all that men presume that they know, and take an original and unprejudiced view of Nature, letting her make what impression she will on you, as the first men, and all children, and natural men do. For our science, so called, is always more barren and mixed with error than our sympathies are.

It has been seen in the two introductory paragraphs of this article that both denounce schedules or definite method. "Why is this?" asks many a teacher. "Isn't it a good thing to have your work assigned in advance?" Yes, but nature study isn't *your* work. It is from the standpoint of the loves and interests of the child, not from that of your knowledge. You will make schedules of assignments in advance, when you can predict in advance what each child will find of interest or will de-

sire to tell you. Bailey and Thoreau denounced schedules in "nature study" because they recognized this distinction. And the trouble with you, O teacher who clamors for machine-made schedules, is that you don't recognize the two points of view. If you did, you would not ask for schedules.

Schedules are useful in science even the most elementary. It is right that you assign the consideration of the stem the day after that of the root, or *vice versa*, if you so please. You may assign newts after the fishes in zoological work. You are instructing in that, that is *in struere*, building in, to the child's mind, but in nature study you have the true education, *e ducere*, leading forth the child's ideas.

A Railroad Restaurant Farce.

The pernicious custom of ignoring the child's individuality in assigning the same thing to all, and of having a definite assignment for each day without regard to the excellent and unusual available things that may come to hand, reminds me of a farce, entitled "The Railroad Restaurant," that I once saw acted by the young men of a literary society. I do not mean to assert that nature study in definite assignment for each day and uniform to each pupil is a farce. By no means, for the farce makes one "laugh and grow fat"—even if there is no definite instruction or if it does not "point a moral and adorn a tale." On the other hand a scheduled assignment may do positive harm by stunting growth of interest. The scheduling system may do harm; the farce at least tends to develop good nature and health.

The "Railroad Restaurant" farce was extremely simple but ridiculously funny. The waiter pounded the gong—the passengers rushed in and took seats at the bare tables. The waiter threw the gong into a corner of the room and rushed from one to another of the would-be-diners, hastily inquiring, "What will you have?" As was to be expected the orders were varied according to individual preferences. But the waiter, after going thru the form of making inquiries, ignored all the answers. From a high armful of huge soup plates he slammed one on each table. Then he rushed to the pantry, tugged forth a large pail of soup and set it in the middle of the room.

A Brobdingnagian squirt gun he took from its position hanging on the wall. Filling this with the entire contents of the pail at one tremendous long pull of the plunger he rushed from diner to diner shouting as he filled the plates to overflowing, "You've only five minutes before the train goes, and we've only soup ready to-day;—you'll have to make out on soup." Hastily returning the squirt gun to its place, he sounded the gong; the locomotive bell rang, the conductor poked his head in at the half opened door shouting "All aboard!" and there was a grand rush for the train.

Disregard of Dominant Interests.

Perhaps the audience witnessing this farce saw in it only a parody on dining at a railroad restaurant. But into the mind of at least one who was present there floated a remembrance of a certain school-room. Perhaps there are others like it. Flushed and eager from outdoor exercise and interests, a crowd of happy children walked briskly into the room and took their seats.

"What have you, there, John, that is attracting so much attention?" sharply inquired the teacher.

"A little spotted turtle—we found it down by the spring and"—

"You carry it right outdoors and leave it out there—you ought to know better than to bring such a thing into the school-room—of all—"

"But please ma'am, I thought you might want it in nature study," replied the boy, as a few in his immediate vicinity pressed forward to see it, and a dozen or more hands came up in various parts of the room from excited children who had evidently participated in the capture or

else wanted to see the turtle. It was never known which or what, for the teacher was persistent, and added with much dignity, regarding the turtle as a specimen for nature study, "No, we don't want it to-day. Don't you know that we commence the study of the local amphibia on the 15th of April? To-day our schedule says we are to have buds. I have an armful of beautiful specimens here on my desk, as you can all see. I was out hunting for them before some of you children were out of bed."

John rather crestfallen, in a mystifying guilt as to his "amphibia" stumped along in the manner that only a boy of repulsed interests can do, and carried the turtle out of doors. The other children wilted in their eagerness, and slumped into their seats. The hand bell rang snappishly, the children stiffened with rigidly folded arms, and perfect order reigned in that school-room. No *a la carte* in that mind restaurant, but a public institution of diet changed in long routine per schedule. And after the opening exercises, was the so-called nature study period. "Take your books and pencils now," said the teacher as she lifted the armful of budding branches, and placed one on each desk.

And yet as I day-dreamed there I thought what an ideal teacher she is. What a good disciplinarian, how perfect in her manner, how conscientious and thorough, in everything she does. Her principal has required "fifteen minutes a day for nature study, preferably after the opening exercises." (Get it off your hands as early in the day as possible, so that you will be ready to do something—this wasn't in the schedule—but I felt it—perhaps I was wrong, perhaps not.) The teacher congratulated herself because she couldn't do a thing half way. She must have a time for everything and everything must be in its place. She had therefore met a few other teachers in the building and they had prepared this schedule which had met with the heartiest approval of the principal.

"That teacher is so thorough," said he with emphasis and with pride as he exhibited the schedule, "she does everything thoroughly."

Oh, but my dear teacher and principal, don't you know that you have systematized and scheduled *in* elementary or dilute science and *out* every particle of nature study. I saw the boy carry it out in his heart, face, and hand.

Again I visited that school. I knew Sam. He lived not far from my home, and many an enjoyable walk had we had in the great outdoor world. He had a general interest in all natural objects, but he dreamed of pet mice. That boy was an enthusiast and consequently an authority on pet mice. I heard the teacher read a part of the interesting chapter "Wild Mice" in Ernest Ingersoll's book on "Wild Life of Orchard and Field." Sam, and the other children listened attentively as the teacher read:

These jumping mice are the prettiest of all the Eastern wild species. If you should look at a kangaroo thru the wrong end of a telescope you would have a very fair idea of our little friend's form, with hind legs and feet very long and slender, and forelegs very short; so that when he sits up they seem like little paws held before him in a coquettish way. His tail is often twice the length of his body, and is tipped with a brush of long hairs. He has a knowing look in his face, with its upright furry ears and bright eyes.

Then the teacher took down her new copy of Witmer & Stone's "American Animals" and let the children enjoy those two plates of photographs of skins of various mice and of shrews hanging on the wall.

But I watched Sam. And Sam looked at me occasionally in an eager way, as I thought. He reminded me of my old dog Daisy when I held her trembling in eagerness, with the woodchuck only two feet from her nose and plainly visible under the boulder at the bottom of the dilapidated wall.

And then the teacher read on, about the meadow mice that "are the homeliest of their tribe," and about the deer mice and the white footed. And again there were photographs of the skins passed around.

And I looked at Sam, and I thought, O Sam, wouldn't you

like to get right into this—right up here with the meadow mouse that you caught down in the meadow day before yesterday, and bring in that wood mouse, and a few of those "fancy" pet mice, the waltzing ones in particular, and tell us more than the books and we have ever known, well perhaps not about mice, but about the enthusiastic pleasure of keeping them and caring for them. For it takes a boy to know that! If the big man that writes books really knows that, it is because he has kept a boy; he may have the man's body, yet he retains the boy's heart.

One scientist with a grown up body and a boy's heart, Professor Clifton F. Hodge, writes:

But after all, childhood—active, fresh, spontaneous childhood—and its need of the normal environment for growth and vigor, supplies the imperative demand for a natural and active nature study. Truly "trailing clouds of glory do we come"; and when we discover the right way, there shall be no "shades of the prison-house" to "close upon the growing boy"! In rare cases now we find the charm of childlikeness, the open interest and rapid growth, extending on thru boyhood and to the end of old age. When we learn how to educate normally, this may become the rule rather than the exception.

But the teacher read on in her book while I had been silently soliloquizing. The schedule was one on mice in the last of two weeks' assignment on rodents.

I fear that my mind wandered from the reading, for I know the children and their interests. Sam let me have a pair of waltzing mice and had been giving me lessons on feeding them. I asked him after school if the teacher had ever been down to see his mice, and he said he had once invited her and she seemed somewhat interested, but said she couldn't go that afternoon, for she must walk with another teacher in the woods by Reginald park to get some leaves for the next day's lesson. He guessed she forgot it afterwards.

Diluted Science or Nature Study?

Then I forgot that Sam was walking with me, and my mind wandered again. I was thinking about some of the others in the school that had special interests, and I wondered and I wondered till there floated thru my mind another thing that I had read in Professor Hodge's "Nature Study and Life":

In adult science we have been studying dead things so long, dissecting and analyzing type-forms, that we have well-nigh gone blind to the living, active side of nature; but this has furnished the primitive and fundamental, and must furnish the larger future, interest of mankind in nature. So completely does this side monopolize our college and even university courses in biology that our teachers know nothing else to teach.

However much value this may have for the adult thought, when we attempt to teach little children we must mould it all, heed every suggestion of the Great Teacher, and become as little children ourselves. (The italics are mine.)

There you have the solution. Just so long as you let dilute or elementary science (good as it may be in its place) crowd out all "Nature Study" just so long will you want schedules. Every time you ask for a schedule, every time you make all the pupils do the same work on the same object you are teaching science. Not that I love science less but, for the young folks, that I love nature study more. I appeal to you to take the things that come to hand and as they come to hand, and let your young people develop along the line of individual preferences. For nature study is not to be taught. Don't make a mill of your school with an everlasting grind, grind, grind, everything going into one hopper. You are developing human beings, *human beings* (not naturalists nor teachers) trained uniformly in some things, but with enough nature study and some other things to preserve and develop individuality.

Abuse of Schedules.

And yet a mere objection to schedules doesn't seem to get wholly at the real heart of the matter. There surely is no harm in intelligently planning a line of thought, or of suggesting to the young folks what they will find of interest for the week or month.

Perhaps we get at the real difficulty from another point of view if we summarize by saying that it is *all right for*

the teacher to make the schedules; all wrong for the schedules to make the teacher. Keeping a diary may be a pleasant and profitable outpouring and developing of one's best self; the diary may be a drudge-making master. So it is with schedules. It is all in the way the teacher uses them. This doesn't mean a compromise with a thing of evil; it means the right use of a thing that in itself is essentially good. But it is a thing so commonly misused that it most often seems best to omit them entirely. "If thy right eye offend thee, pluck it out."

Perhaps my strong desire for schedules in nature study—amounting to almost repugnance—is due not so much to anything intrinsically wrong in having schedules as in misusing them. Your nature study must develop the spontaneity, individuality, and interests of the child. *It must wake up and lead him out* as no other study can. So far as a method or definite line of thought on your part will aid in doing this, so far it is good. When your method tends toward machine instructing, then it is wholly bad. I have seen much of this bad kind, hence, not that I love schedules of the right kind less, but that I love the child more, I have said "out with them." They are dangerous unless used with extreme skill. The child is too precious; I don't want to run any risks.

Chalk Talk in Geography. III.*

By WALTER J. KENYON, State Normal School, San Francisco.

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The colored crayon, or blackboard "chalk" costs but a trifle more than the white and is sold by all school supply people. The colors are glaringly crude and if used pure they give results fearful to see, but, if toned down



Fig. 20.—"The whole area filled in with either white or green."

with either charcoal or white crayon during the work, these same colors yield effects satisfying to the most critical eye.

There is no especial method to be followed. Perhaps the following is as good as any. After outlining your

*The previous articles of this series were published in THE SCHOOL JOURNAL of August 23 and December 6, 1902.

continent, lay on the plateaus in white and the lowlands in green. Choose a bright, cheerful green, not a bluish tone. We now have the *whole area* filled in with either white or green (Fig. 20).

On the white, mark off the divides of the principal mountain ranges. Then with white crayon crush on the light side of the mountains. Get the most intensely light effect at the crest. Make your strokes slightly concave and draw them out into the valleys horizontally. Do the dark side of each range similarly, using charcoal.



Fig. 21.

Use the charcoal moderately, and, if the effect is too black, relieve with a few touches of white smudged in with the finger.

At this point our mountains will very probably appear disconnected from the plateau underlying them. A little smudging at the base will unite them with the plateau color so that they appear *not stuck to the plateau, but looming out of it*. Finally, put in the rivers in charcoal.

Now, sit down at least six feet from your map and criticise it according to the "Budget of Don'ts" in the last article. (1) Does your coast-line show as a thing in itself? If so, smudge it landward until it loses itself completely in the land coloring. (2) If your coast-line wriggles along in meaningless scallops go over it again with crayon and eraser and try to give it character. (3) So, also, if you have put in a killed coast-line, as in Fig. 15 (last article), doctor it up into life and meaning. (4) If your mountains spring suddenly out of lowlands you have omitted the most important part of the highlands—the plateau. Rub this in, in white, about the base of the mountains, and knit the two thoroughly together by smudging with the finger. (5) See if your ranges are chopped off in abrupt sections like sausages. If so, fill the gaps, and, at the termination of each range, taper it down gradually into the lowland. (6) Is your divide too straight and regular? If so, build on a high peak here and there with white, and, at other places, cut a lower place with the charcoal. (7) Have you held to the tent shape (A) for your mountains, or have you inadvertently tipped your tent over, so (S)? (8) Now, examine your rivers carefully. Are the sources in the right locality, or have you lopped off seven or eight hundred miles from each river, thus destroying its reference to the highland which feeds it? (9) See, also, that your rivers taper, from source to mouth.

Remember that the map should show the plateaus as quite different from the lowlands. In North America

(last article), compare the Colorado plateau with the Mississippi valley, or the Mexican plateau with the Atlantic coastal plain.

This difference of effect is secured partly by direction of stroke. Mountains enclosing a valley have their inner slopes as deep as their outer ones. But the inner slopes of a plateau rim are shorter than its outer ones. See Figs. 9 and 10 (first article). Then, again, a plateau is always a tumbled sea of lesser mountains rising out of a table-land. The very act of putting in these minor mountains gives to the plateau the solid, massive effect you seek, while, on the other hand, the broad, horizontal strokes of the valley, put in with less strength, give a contrasted flatness.

If it is desired to suggest climate, as well as topography, reserve all positive green effects for the well-watered areas. In the arid parts temper the green with reds and terra cotta tones. This will give, in a striking manner, the effect of desert tracts. Do not overdo the reddish colors, however. Remember that in a good color composition reds and yellows are sparingly used. If you decide to use red and yellow in your map it is well to work some deep blue into the mountain shadows. Blue may then be used, also, instead of black, for rivers and lakes, and sometimes for the coastal waters.

Of course, the farther you depart into the complexity of color combinations the greater the danger of unfortunate effects as to harmony. The simple combination first mentioned of bright, cheerful green for the lowlands and white for plateaus can hardly be exceeded for pleasing effect. The general idea is given in Fig. 21 so far as black and white permit.

Reading a Map.

As was earlier remarked, the proper reading of a good text-book map is the equivalent of many pages of text in the measure of information conveyed. There is the "legend" to begin with. Down in one corner of the map is usually to be found a little printed explanation of the various colors and symbols employed in that particular series of maps. It is a very good tonic for the teacher herself, as well as her pupils, to go over this legend occasionally and thus renew a possibly lapsed acquaintance with the map in its fullest value.

The oceans, for instance, are probably colored in two tones of blue. What does each tone signify? The land areas are colored in several tints. The green is used to represent lowland, but just what elevation ceases to be lowland, according to convention? In the plateau colors, which represents the lowest plateau areas and which the higher ones?

Estimate the altitude of some city on the map, as La Paz; or a lake, as Titicaca. Verify by the encyclopedia or "Lippincott's Gazetteer."

Here are two tests that work well as blackboard exercises:

Draw an outline of South America and express your notion of its elevations by inserting cross sections. Let these be at latitudes 5° N., equator, 20° S., and 40° S. See Fig. 22.

Draw another outline of South America. Now, suppose the continent were to sink 1,500 feet into the sea, how would this subsidence modify the coast-line? Show it in the drawing (Fig. 23). Again, suppose a further subsidence of 3,500 feet, making 5,000 in all. Show the new coast-lines.



Fig. 22.

Now, as to rivers. Take, for example, the Amazon. In how many ways does the map tell the direction of its flow? Can you say, from any marks on your map, how far up the various rivers are navigable? If not, it is not much of a map.

Infer the character of the coast of lower Chile. Compare it with that about Buenos Ayres.

As to the cities—how can you tell whether any given one is important or not?

What do the lines mean that extend right and left across the map? What is latitude?

On the basis of latitude and altitude make a judgment as to the climate of some city—say, Quito, in Ecuador; also Para, in Brazil.

What do the lines signify that extend up and down across the map? What is longitude? What is a degree?

On the basis of latitude and longitude discover the antipodal point of any place, say your own home.

Find the "scale of miles" on your map. Invent some use for it.

Using the scale of miles find out how far your home is from some definite point, such as a city, mountain, or coast.

On the basis of latitude calculate how many miles you are from the equator; also from the poles.

On the basis of longitude calculate the distance in miles between Guayaquil and Para.

Verify your answer by measuring the distance with the scale of miles.

Other interesting exercises may be given on the special maps of climate, vegetation, commerce, etc.

Lest it be imagined that we have departed from the subject of chalk talk it is well to reflect that an intimate acquaintance with the map is the only basis for correct map drawing. Otherwise the exercise degenerates into the mere tracing of lengths and breadths which are without meaning and hence without value. Surely no one cares to know merely that South America is longer than it is wide. A continent is like a human being. One can not draw a character sketch of John Doe by only setting down his *avoirdupois*. And that is exactly what a blackboard map should be—a character sketch. And it will answer wonderfully to this description if your imagination rides, tourist-like, upon your crayon as it moves.

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The secret of thrift is knowledge. The more you know the more you can save yourself and that which belongs to you, and can do more work with less effort. A knowledge of the laws of commercial credit we all know saves capital, enabling a less capital to do the work of a greater. Knowledge of the electric telegraph saves time; knowledge of writing saves human speech and locomotion; knowledge of domestic economy saves income; knowledge of sanitary laws saves health and life; knowledge of the laws of the intellect saves wear and tear of brain; and knowledge of the laws of the spirit—what does it not save?—KINGSLEY.

How, then, does nature teach? She furnishes knowledge by object lessons, and she trains the active powers by making them act. She makes her pupil learn to do by doing, to live by living.—JOSEPH PAYNE.

being. One can not draw a character sketch of John Doe by only setting down his *avoirdupois*. And that is exactly what a blackboard map should be—a character sketch. And it will answer wonderfully to this description if your imagination rides, tourist-like, upon your crayon as it moves.

Broad Chalk Sketching.

By Ida Elliott, New York.

Homes of Other Lands.

(Continued from December 20.)

After having studied the homes, and the development of homes in our own country, it is well to compare them with the homes of people in other lands. Discuss, as far as possible with the children, the manners and customs of the people living in these homes; thus getting pupils in sympathy with their lives. Always teach some interesting fact concerning the homes of the people, in order that you may leave the children with an appetite for more knowledge of them.

When sketching the homes it is well to add something which will suggest a peculiarity of the country or of the

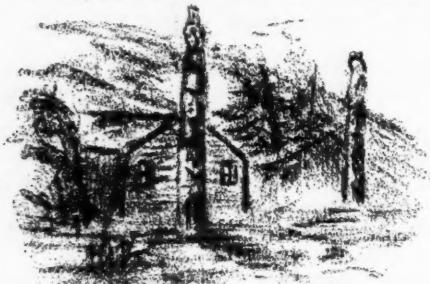


Fig. 1. Alaskan Hut.

ways of the people, explaining this peculiarity [as you draw].

For example, in countries where earthquakes are prevalent, the houses are usually very low. Why?

In countries where much rain falls the roofs are slanting; but where little rain falls they are nearly flat. Why?

In crowded cities (New York, for example) many buildings are very tall. Why?

Figure 1 represents an Alaskan home with its totem



Fig. 2. Zambezi Homes.

pole. Nearly every home in Alaska formerly had a totem pole near it, on which was carved symbols that indicated the history of the family; but the poles are now being neglected, and since civilization has crept in, many of them have been used for stove wood.

Fig. 2 shows the grass huts of the Zambezi re-



Fig. 3. Native Grass Hut Village, Hawaii.

gion; these huts, owing to much rainfall, have very slanting roofs.

In the hot lands, people need houses for shelter from the sun only. Such houses are accordingly not very substantially built. Altho rock and clay and timber are abundant they usually "go the way of the least resistance," (not being very energetic) and build their homes of grass.

Many of the native Hawaiians build their homes of grass. Fig. 3 shows a Hawaiian village, built in a grove of palm trees.

Foliage and Grass.

Few things are more difficult for the beginner to sketch than foliage. All that can be done and all that should be attempted is to suggest a few peculiarities of the tree or shrub or grass you are attempting to sketch.

In Figure 1 we give a few crayon strokes which are effective in producing certain kinds of foliage.

Attempt to have the lines and strokes partake of the characteristics of the foliage; in some cases it should be sharp and angular and broken here and there; in some it should look heavy and massed, and in others soft and drooping. In every case you are trying to get the idea of flexibility and should, therefore, avoid long, continuous, unbroken lines.

The stroke that will produce the effect of the evergreen tree is quite different from that which will produce the poplar or elm or birch.

Make as few lines as possible to produce the required result. The common error of beginners is that they attempt too much.

A very important thing in getting the effect of a certain tree or shrub or weed is to carefully note its general shape. Roughly, and with a very light outline, block in the general shape of the tree with its chief branches and foliage masses. Now with the stroke which most nearly approaches the characteristics of the foliage of that tree proceed to represent it.

Shade is a very important and attractive feature in foliage sketching and one with little experience naturally wishes to begin shading before the work is well outlined.

By so doing you may be obliged to erase the part of the picture which contains the most crayon, and thereby run the risk of spoiling it.

The eraser should be used very little; we encourage students never to use it.

Lines of shade should be added *last of all* to the foliage sketch, and never until the picture is satisfactorily outlined.

The general position of the large limbs and branches of the tree is very important since they give the shape, which, with peculiarities of foliage and bark, help to distinguish the tree.

Sketch in the fine twigs after the foliage has been completed.

Select three or four evergreens peculiar to each other—possibly the pine, spruce, cedar, and larch—and make a study of their trunks, their manner of sending forth limbs, and their foliage, and try to represent them.

Notice how the spruce and larch both have a distinctive kind of drooping limb, and while the foliage of each is sharp and angular, different strokes should be used to represent them. The long pine needles need a different stroke from either of the others and the cedar foliage may be produced with short horizontal lines as shown in Figure 4.

Having mastered several evergreens so that you can sketch them from memory try several easy deciduous trees in the same way.

The elm, oak, apple, willow, birch, and poplar are good ones for beginners because they have such distinctively characteristic features.

Try, also, tropical trees and plants, until you have mastered several prominent kinds.
Do not be content until you can sketch at least a dozen kinds of trees which represent the different families.

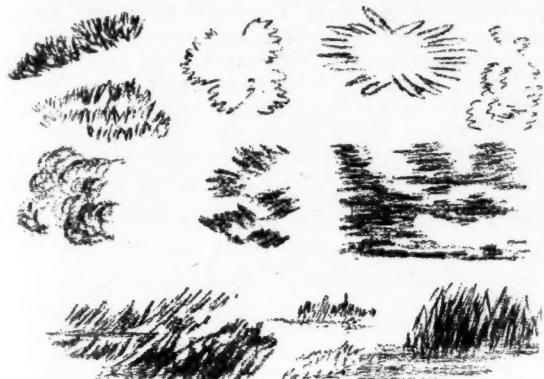


Fig. 1. - Foliage and Grass Strokes.

The comparisons you have made and consequent knowledge you have obtained of other trees, will no doubt mean that you will find yourself easily able to sketch others. You will find it interesting to try to get the effect of knots and of limbs growing out of trunks rather than fastened to them.



Fig. 2. - Spruce. Scotch Fir.

Notice how the roots sometimes run along on top of the ground before entering it; and try to make the tree look as if growing from the ground.

Study the peculiar gnarled, knotted, rough, smooth, and scaly look of trunks of different trees.

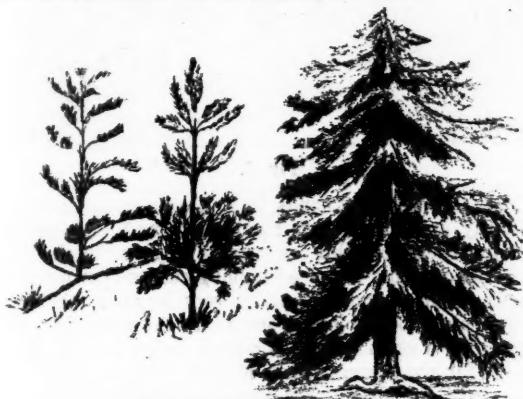


Fig. 3. - Young Pine. Larch.

See if you can represent a fallen tree, a log, and a stump.

Grass should be reproduced with circular strokes of the arm, a part of each stroke striking the blackboard.

Be sure to stand well back from the blackboard when sketching grass.

Make it look like a part of the ground.

Try tall sedges and weeds of different descriptions. Having followed the suggestions given in this lesson, you will find yourself equipped, not only with information



Fig. 4. - Cedar.



Fig. 5. - Poplar. Birch.

but material (and ability to use it), that can be utilized in almost every sketch you wish to make.

Do not fail to follow the advice previously given in regard to sketching from memory.

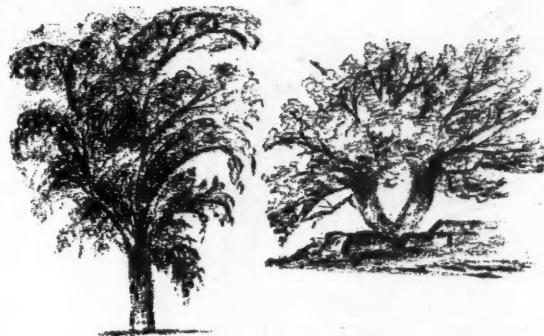


Fig. 6. - Elm. Apple.



Fig. 7. - Banana. Pineapple. Cocoanut Palm.

Seven Natural Wonders of the United States.

The seven ancient wonders of the old world are surpassed by the seven wonders of the United States, in that the latter are creations of nature.

The Mammoth Cave of Kentucky, the Natural Bridge of Virginia, Niagara Falls, the Garden of the Gods in Colorado, Yellowstone Park, Wyoming, the Grand Canyons of Colorado in Arizona, and Yosemite Valley in California, are appropriately called Nature's Seven Wonders in the United States.

When giving lessons to children of primary grades on soils, perhaps no better type locality for the teaching of the phenomena usually occurring within limestone districts can be found than Kentucky.

Stories of the fertility of the soil, of the percolation

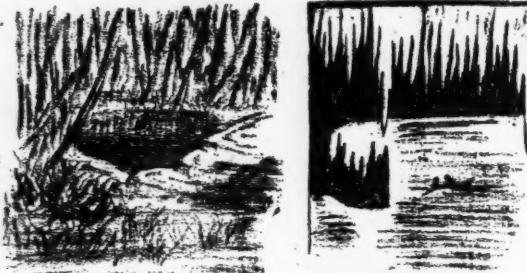


Fig. 1.

of water thru it, of the formations of caves and pitfalls may all be accompanied with broad chalk sketches.

We give two here, hoping they will suggest others.

It is well to teach the peculiar and wonderful phenomena of Mammoth Cave so thoroly, that when the children come to consider any other limestone locality they will at once understand that caves no doubt exist, and that other characteristics of the place are similar to those of Kentucky (Fig. 1).

There is nothing more difficult to produce in art than falling water; but if your sketch of Niagara is accompanied by conversations, we believe that altho the draw-



Fig. 2.

ing, when first attempted, may be crude, it will give the child a much more accurate idea of a cataract than could conversation alone. Avoid making the water look woolly or stringy; in short, try to make it look watery.

Remember that all distant water lines should be represented by a horizontal line.

By conquering a simple sketch of Niagara, you will find yourselves able to illustrate rapids, cascades, and cataracts in general, and by familiarizing yourselves with other particular ones, you can soon draw them well enough for practical purposes in class-room use (Fig. 2).

No one of the natural wonders is more interesting

than the Natural Bridge of Virginia. This marvelous structure overlooks the James river, being on the western slope of the Blue Ridge mountains, and connecting the Blue Ridge with another range. It is just about the middle of the state from north to south. It approaches Niagara in grandeur, and exceeds it in height, and awful mystery. It is a single block of limestone with many shades of color, wide enough to span Broadway in New York, and high enough to throw into shadow the turrets of tall churches. One standing upon the top of the bridge is 250 feet above the stream below.

John Marshall spoke of it "As God's greatest miracle in stone."

When sketching it, see if you can make the stone walls look solid like stone. Henry Clay said, "It is a

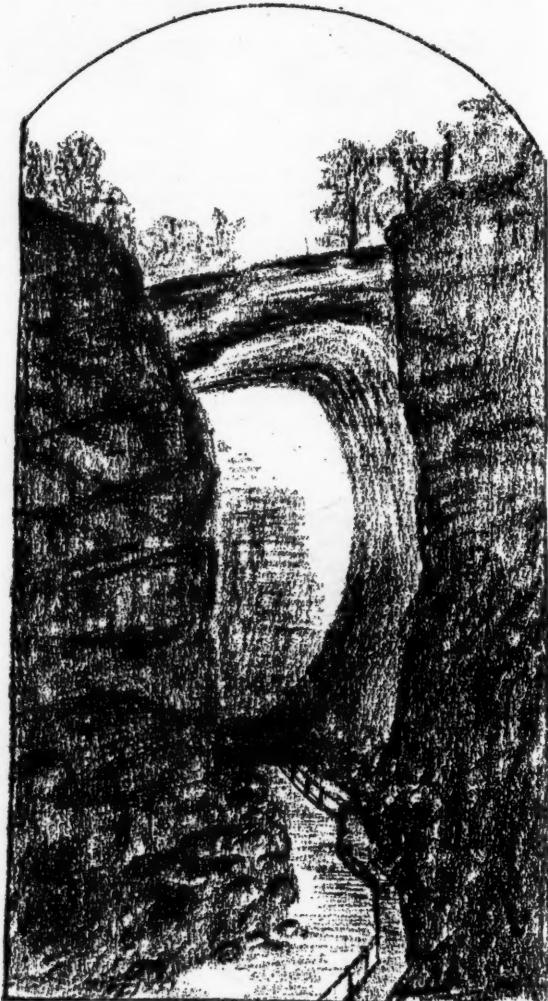


Fig. 3.

bridge not made by hands, that spans a river, carries a highway, and makes two mountains one." Express as many of these thoughts as possible in your sketch.

A visitor would follow a tumbling cascade down a deep fissure in the mountains under very large cedar trees, and turning down a line of steps into the precipice, find himself by a swift stream, in a dark canon, and the great bridge far above him. Birds high in air pass under the blue arch; the place is full of echoes, and the winds and waters moan eternally. How many of these ideas can you produce with chalk? (Fig. 3.)

In Colorado, we find the Garden of the Gods, which was a former plateau now eroded to a smooth valley from which rises domes, spires, and pinnacles of rock of various hues, some of them being very bright in color.

Many of these rocks have very peculiar and interesting forms. It is not difficult to find those that represent bears, statues, toadstools, giants, etc.

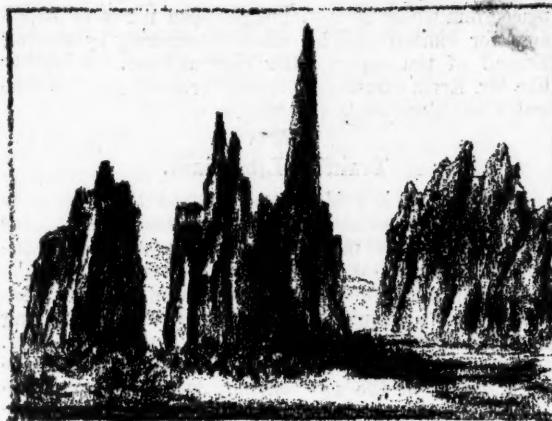


Fig. 4a.

Our illustration shows some pinnacles, very appropriately named Cathedral Rocks, to the right of which is shown a part of a rock which looks very much like a kneeling camel (Fig. 4a).

The peculiar rocks, shown in the illustration, which somewhat resemble toadstools, are called the Quakers, because of the strange formation at the top, which resembles a Quaker's hat (Fig. 4b).

Much time should be spent in conversation about Yellowstone Park with its many natural wonders.

Here can be found high mountains, low valleys, broad plains, deep rivers (in which are cascades and cataracts



Fig. 4b.

that rival in beauty and grandeur those found in other parts of the world), broad lakes, craters of extinct volcanos, evidences of the glacial action, geysers, hot springs, cold springs, and petrified forests. In fact, nearly every type of geographical feature is here.

With the suggestions heretofore given concerning broad chalk modeling, you will have but little difficulty in sketching much of its phenomena (Fig. 5).

The Canons of Colorado afford an excellent opportunity, not only for making illustrations which represent them as they now appear; but also diagramming the processes they have undergone in their formation. The evolution and growth of a canon from the time the young river

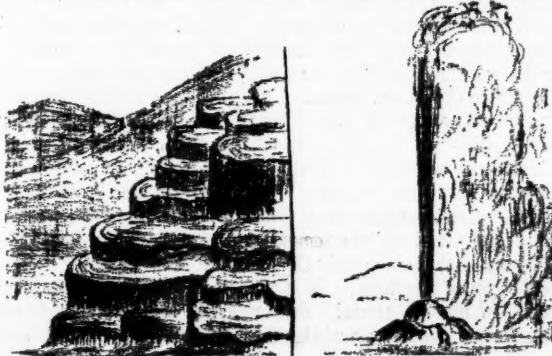


Fig. 5.

begins its work to the time it has eroded its bedway thru the solid rock to nearly the level with the ocean with the wonderful terraces which it forms, and the peculiar channel thru which it runs, is exceedingly interesting, and cannot help but give the child a vast fund of

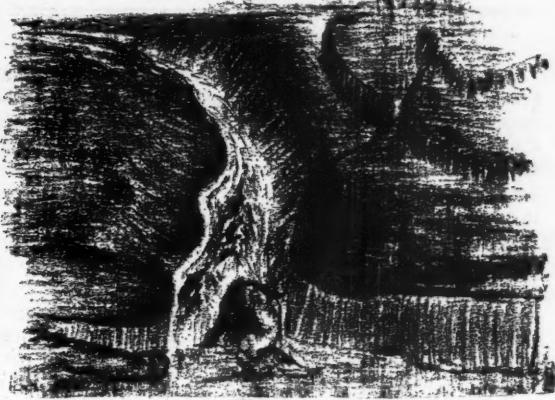


Fig. 6.

information which will prove of use to him later when pursuing the study of earth structure and sculpture (Fig. 6).

Among the great mountain peaks of the Sierra Nevadas, 150 miles from San Francisco, is the Grand Gorge of the Yosemite. Nowhere else in the world is one chasm walled in, almost completely, by cliffs of such sheer general ascent. Over these great cliffs, at a num-



Fig. 7.—Grand Gorge of the Yosemite.

ber of points, great volumes of water leap to the valley below. (Fig. 7).

You will find it difficult to represent any one of these great wonders adequately; but by all means do the best you can. Your sketch, supplemented with photographs and pictures of the places will much increase the children's interest in them, and leave with them a desire for further knowledge.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING FEBRUARY 28, 1903.

Careful of All Things.

There are so many things necessary to be done that teachers often lose sight of the really great things to be done in transmitting knowledge and skill. As a result, these short-sighted friends place a low value upon their office, and shut themselves out from the feeling of satisfaction that comes from the conviction of being engaged in a noble work for the uplifting of mankind.

On the other hand, the thought and care of the one thing needful must not be allowed to degrade itself to an excuse for unsatisfactory results along the lines of work laid down in a reasonable course of study. If reading is worth teaching, it is worth teaching well. There is more reason to believe that the highest objects of education are conscientiously kept in mind where spelling is well taught, and care and cleanliness insisted upon in all written work, than there is where spelling is poor, and the children feel no special responsibility for being careful in little things. Other things being equal, better educational fruit may be hoped for where the number work is understandingly taught than where it is mechanically and slouchily done.

A really good teacher cultivates the habit of looking well to the details of the work, and making them serve the greater purposes of rousing the children's interest for all that is beautiful and good, of spreading happiness abroad, and of laboring for the development of a fine character and social usefulness.

Where There's a Will.

There is a teacher down in Iredell county, North Carolina, who is made of the right sort of stuff. Not only is his example going to help Iredell county, but the story of what he is doing, and therefore what can be done where there's a will, is speeding a good many miles beyond the borders of his state. The young man, according to the *Raleigh News and Observer*, is Franklin Ervin, and he teaches in District No. 8, of Iredell county. While country teachers generally are complaining of the short terms, the small salaries, and the hard work of a country school, Mr. Ervin is busy improving conditions in his own neighborhood. He began his work as a teacher after completing his college course, in a three months' school, at a salary of \$40 a month.

He was not satisfied, however, that the children should have such meager opportunities as were offered in his district. By canvassing the neighborhood he secured voluntary subscriptions sufficient to maintain a nine-months' school free to all. The house soon proved too small and again he canvassed the neighborhood to build a better one. The people contributed of what they had; some subscribed money, some gave lumber, others promised labor. Pine trees standing in the woods were also gratefully accepted.

During the afternoons and Saturdays, the teacher with his own hands cut the trees into saw-mill logs, hauled them to the mill and the lumber from the mill to the grounds. He sawed the framing and other timber ready for the building.

He could do no more. He needed a carpenter who knew how to build a house and to direct the labor that had been promised. He needed money to buy windows, hardware, etc. After stating the case to the board he was asked how much would be necessary to finish the work. He said it could be done with \$125, and the board, without hesitation, ordered that amount paid him at such times and in such sums as might be needed.

Many a young teacher dreams of better positions, sighs for a finer school, and laments the fate that has

placed him where he is who might open mines of happiness for himself and his school community by availing himself of the opportunities near at hand. A teacher like Mr. Ervin exerts an influence for good upon his time which will bless whole generations.

Training Librarians.

Mr. Carnegie is evidently determined that his many library foundations shall be of the greatest benefit to the communities now maintaining them. As a sensible business man, he has concluded that there must be trained librarians in charge of the local stations. Accordingly, he gave last week \$100,000 for a training school of librarians at Western Reserve university. Pres. Charles F. Thwing is eminently fitted to undertake the organization of the new school. He has followed the library development in the United States for many years. If Western Reserve could secure Mr. George Iles as dean, the institution would be launched under ideal conditions.

Religion in the Schools.

In the course of his address on the Protestant view of moral education before the Boston Twentieth Century Club, Dr. W. H. P. Faunce, of Brown university, said that people of one faith should not be taxed for the support of any other religion, and no denomination should be hindered in the exercise of its religion or in bringing up its children in its own faith. Nevertheless, he held the use of the Bible in the public schools as literature to be warmly defended. If the dubious moralities of Olympus are read for their literary value the fundamental moralities of the Bible should not be excluded. "How long are we to admit to the schools the religion of Greece and Rome and bar by law the Bible because it is a part of the religion of America? If in our fatuous fastidiousness we continue to exclude the Bible, our descendants will probably see it restored by the disciples of Herbert Spencer.

"Most of all," President Faunce asserted, "we must insist that the church and the home must not shift upon the school the responsibility of all moral training. When disorganized homes and anaemic churches leave to the school the mental and moral training of their children, the burden is too great to bear. The school can never replace the church in its power or the home in its opportunity.

"I would like nothing better than to see, under the auspices of this Twentieth Century Club or the National Educational Association, a conference of fifteen such men as Edward Everett Hale, Dr. Patton, and Archbishop Ireland, men who differ in their religious views, yet whose fairness of mind makes them universally respected, to outline a moral code in the schools that should be a modus vivendi and which would not involve the slightest surrender of the theological ideas of anyone."

The Bible in the Public Schools.

State Supt. Charles R. Skinner, of New York, says in his recent report that in his opinion "the criticism that the public school is a godless school, and that its influence upon the young, instead of tending to develop strong character with high ideals of life, has been in the opposite direction, seems to keep pace with the protests against the use of the Bible in school." Dr. Skinner then goes on to argue that "if the reading of good literature unconsciously affects the mind, increases the vocabulary, and makes for better men and women, it would seem unanswerable that the Bible instead of being the one book in the English language to be excluded from the schools should be the one book familiar to the children of our land. It is universally conceded that the code of morals therein prescribed is the best the world has ever produced, while its historic information and

pure English are so unsurpassed by any written work that no one's education should be deemed complete without some knowledge of its treasures.

"Aside from any question of religious training, the Bible should be studied for its moral principles, as a history and a classic. As an authoritative narrative of events the most extraordinary and the most interesting anywhere recorded of our race, it is invaluable; there is nothing, and can be nothing to supply its place. Such is the nature and antiquity of its story that no education in any department of knowledge, even the most elementary, can be had without some acquaintance with its contents. As a classic, if generally employed, it would certainly supply a want which no other book can. The faithful and critical study of the English language in its purity by the youth of our land is immensely important, and it is universally conceded that nowhere can there be found in the same compass so many specimens of beautiful and pure Anglo-Saxon English as in the Bible.

"The highest encomium of praise which the biographer could bestow upon Lincoln's second inaugural, which has taken its place among the most famous of written or spoken compositions in the English language, was that 'it compared with the lofty portions of the Old Testament.' Its chief strength lies in its frequent reference to and quotations from the Bible.

"Furthermore the influence of the Bible upon the mind of a child, if daily read in his hearing, cannot but be inspiring, and the unconscious influence of familiarity with its teachings, by all analogy, would certainly tend to the development of good moral character.

"To criticise the public school for its lack of moral instruction and to attempt to exclude the one code of morals universally recognized as the best, would seem to be a process of reasoning known to the logician as *reductio ad absurdum*, and yet it is notoriously the rule that these two criticisms usually emanate from the same person.

"Eleven states have either in their constitution, their statutes, or rules established for the government of their schools in accordance with statutory enactment, a provision that the Bible shall be read in the public schools. In thirty-eight of the states the Bible is read in practically all the schools. In two states it is held that their constitutions prohibit Bible reading; it is not read in seven states, while the District of Columbia, the seat of the national government, has a rule of the board of education providing that it must be read in the public schools.

"The trend of modern educational thought," Dr. Skinner concludes, "is plainly in the direction of allowing the Scriptures to be read without note or comment."

Consulting Educators.

The *Evening Post* asserts that two men well known in New York educational circles, have opened an office and are ready to give advice as educational specialists.

The average teacher has to answer innumerable questions and is expected to talk over the personal peculiarities of at least half the pupils. The teacher must also often plan a course which will be best for the boy or girl. But all this takes time which should be given to the whole school rather than to the individual.

As a result of this demand for expert advice along educational lines, these men have opened a consultation office where the anxious parents may come for information. One of these men is an expert organizer and mapper out of courses of study, the other is a trained and practical psychologist.

They listen to the symptoms of the pupil in a mental way, just as carefully as the physician does in a physical. They are then often able to be of direct help to both parents and child. No neglect of school work occurs and the pupil gets the advantages of the most advanced ideas.

If this is correctly reported a plan has at last been realized which THE SCHOOL JOURNAL has wished and worked for some time. And if a guess may be ventured, we would say that Dr. Maximilian P. E. Groszmann is one of the two consulting educators. He has consistently and with unswerving devotion labored to persuade the friends of children that special attention should be given to those mentally or physically deficient. He has himself founded and now conducts a school where expert individual care is given to every pupil lacking in mental health or vigor. Dr. Groszmann is certainly fitted to advise parents as regards the proper bringing up of children. If he is one of the two whom the *Evening Post* has in mind, who is the other one? If he is not, who are the other two?

Jewish Schools in New York City.

In a recent address before the teachers of the East Side under the auspices of the educational alliance the following striking facts were brought out in regard to the Galician Jews residing in New York. These Galicians, the speaker said, belong to a sect known as the Chassidim, "the pious." In no other sect does the rabbi play such a dominant part. His decision is explicitly obeyed, whether it relates to religion, morals, politics, or business. The Galician children are rarely sent to the public schools. Of this the truant officers are not even aware because the children are not on the streets. They spend the whole day in the Jewish religious schools, of which there are 297 in New York.

These Jewish schools are attended by about 10,000 pupils, of whom not more than 300 are girls. The girls do not require religious knowledge, it is held, and no other knowledge is conveyed in these schools. The prayer-book is the principal text-book. When it is not in use the pupils are listening to the wonderful tales told by the rabbinical teachers.

New York Moves.

County schools of agriculture to furnish instruction in the elements of agriculture, including methods of farm fertilization, tillage, domestic economy, and the management and care of live stock are proposed by a bill before the New York legislature. Under its provisions the board of supervisors of any county may establish a school. The expenses are to be county charges. The commissioner of agriculture is to select the teachers, fix their salaries, which are to be paid by the state, and prescribe the curriculum. The period of instruction is to be from one to six months and the schools are to be free to the inhabitants of the county. The college of agriculture at Cornell and its teachers will be required to assist the county schools under the direction of the commissioner of agriculture who is to supervise them.

For Music in the Schools.

William R. Chapman, of Bangor, Maine, is starting a movement for the extension of the teaching of music in the public schools of the state. To aid in this work he has sent reading matter over the state to arouse interest in the work.

At present music is taught only in the larger cities of Maine where a special appropriation by the city covers the expenses of the instructor. In the smaller cities, towns, and villages there is no musical instruction at all. In his circulars Mr. Chapman presents the following as the framework of his system. "The system," must have unity from the start, and to that end a state supervisor of music should be appointed, and he should control and direct the local supervisor and teacher, and thus provide for uniformity. Local supervisors should be appointed to take charge of the teachers of the counties, and these teachers should be so taught that the pupils would receive a graded course of instruction in music the same as in other branches of study."

Tributes to Dr. Shaw.

As a matter of record, two letters are printed below, with reference to the late Dr. Edward R. Shaw's educational work at Yonkers and in New York university. When the history of the development of university training in pedagogy comes to be written, the importance of Chancellor MacCracken's statements will be more fully realized. Dr. Jerome Allen, Dr. Edward R. Shaw, and Chancellor Henry M. MacCracken each took an important part in the foundation of the first university school of pedagogy.

At Yonkers, N. Y.

Dr. Edward R. Shaw came to Yonkers as principal of the Central school November 1, 1883. This school was founded September, 1882, when the schools of the city were re-organized by Supt. Andrew J. Rickoff. It developed into the high school, with a full course of study, soon afterwards. Dr. Shaw was its principal nine years, and was an active force throughout the critical formative period. He had positive and profound theories on methods of study and instruction and on the development of every subject.

During this period of work along the side of applied activities, he developed the line of thought which eventually led him to place great stress on motor activity in education.

He was scholarly, a constant student, devoting his whole strength to study and research along pedagogical lines. Much of the time he was pursuing courses of study in New York university, having been intimately associated with Dr. Jerome Allen, who laid the foundations on which the school of pedagogy was built. He deserved and received the respect and admiration of his teachers, who seconded his efforts enthusiastically. There was no place in his scheme of education for indifferent teachers or poor teaching. He expected from others the devotion which he gave so freely himself.

He was active in the social and intellectual life of the city, and maintained his relations with literary societies here to the day of his death.

Yonkers, N. Y.

CHARLES E. GORTON,
Superintendent.

Dr. Shaw's Work in New York University.

Nearly sixteen years ago, in 1887, there called by my request, at the office of the chancellor of New York university, Mr. Edward R. Shaw, at that time principal of the high school at Yonkers. He was then thirty-two years of age, and had graduated six years before from Lafayette college, with the degree of Bachelor of Philosophy. He had been for two years a teacher upon Long Island, and for four years principal of the Yonkers High school. Mr. Shaw had addressed an inquiry to me in regard to the newly organized Graduate school of the university which had been opened the year before, in 1886. His question was in particular as to the probable addition of courses in pedagogy to the scheme of the school. Similar inquiries had come to me from other sources. I was seeking for fuller information in regard to the demand on the part of teachers for such instruction. The interest shown in the subject by Principal Shaw exercised a considerable influence upon my mind and helped me to a decision to recommend to the University Corporation to establish promptly a Professorship of Pedagogy in the Graduate school. In that same year Dr. Jerome Allen was called to the new professorship, and upon the first of October, 1887, began his course upon the history of education. Also, he added, outside the Graduate school, university extension courses upon both the History of Education and Methodology. Principal Shaw pursued the courses upon History of Education in 1887-8, courses in English and in the History of Education 1888-9, and courses in Methodology in 1889-90. He received in the last named year, the degree of Doctor of Philosophy.

October 1, 1890, when the School of Pedagogy was formally opened under Dr. Jerome Allen as Dean, the Departments of History of Education and Methodology were undertaken by Dr. Allen as professor; Departments of Philosophy of Education and Psychology were undertaken by Dr. Shimer as Associate Professor; Principal Poland lectured upon School Law and Educational Systems, while Dr. Shaw became lecturer upon Educational Classics, and continued to fill this lectureship for two years, while remaining in the Yonkers High school. In 1892 he was called to be Professor of Methodology, and began to give his whole time to the School of Pedagogy.

The title of his chair, in 1893, was enlarged to Institutes of Education. In 1894, upon the death of Dr. Jerome Allen, he was called to add the duties of the deanship to those of his professorship. He filled the deanship for seven years, or until 1901. At that date he laid down the duties of the deanship and confined himself to his work in Institutes of Education. During the twelve years of his connection with the school as many as ten or twelve titles of articles upon pedagogical subjects are credited to him in the Bibliography of New York university.

The record which I have given marks Dr. Shaw as a man who was diligent in his chosen business. He was faithful in all the work which he undertook. Nor was he satisfied to perform merely the tasks devolving upon him because of his official position. He was continually asking of himself what new labor he might begin in order more thoroughly to fill out the ideal of the educator as formed within his own mind. He appeared to me at best in the field of Methodology, which gave the title to his professorship when he entered upon it in the year 1892. This chair more than any other chair in the Faculty of Pedagogy is a chair of applied science. The facts gained in the Departments of Psychology, Educational History, Philosophy of Education, and Educational Classics, must be taken by this chair and applied to the immediate demands of the teachers who are seeking for guidance. Dr. Shaw gained no slight hold upon the hundreds of students who in the course of eleven years sat under his lectures upon either general or special methods of instruction. His interest in the university as a whole was marked. He sent his only son to the undergraduate college, who in the Christmas recess of his senior year was stricken down at his home in Bellport, dying after a few days' illness. In his memory, his father established in the College of Arts a perpetual scholarship entitled, The Ralph Hoover Shaw Scholarship, and now after a little more than four years his father follows him, at the early age of forty-eight years. He will be ever remembered in the annals of the university for faithful and effective service.

CHANCELLOR H. M. MACCRACKEN.
New York University.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 38th year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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A Great Educational Congress.

A plan has been definitely approved for the holding of an International Congress of Arts and Sciences at the St. Louis exposition. The congress is to convene on Monday, Sept. 19, 1904, and continue until Friday, Sept. 30. The congress will have before it the definite task of bringing out the unity of human knowledge, with a view to correlating the scattered theoretical and practical scientific work of our time. The addresses are to be prepared by the greatest authorities in each branch of knowledge. In each of the various subdivisions two papers will be presented—one on the history of that particular department of knowledge during the past one hundred years, and the other on the problems that now present themselves for solution in that field. It is planned to publish the proceedings, which, it is hoped, will be a permanent contribution to the cause of scholarship.

An executive committee of representative scholars, Professors Simon Newcomb, of Washington, Hugo Münsterberg, of Harvard university, and Albion W. Small, of the University of Chicago, has been entrusted with the task of elaborating the details of this plan.

It is expected that the three members of this committee will spend several months in Europe in the near future, conferring with the leading European scholars with a view to interesting them in the plan and securing their full coöperation.

**To Combat Tuberculosis.**

In an address on "The Duties of the Individual and the Government in the Combat of Tuberculosis," Dr. S. A. Knopf, an international authority on matters pertaining to this disease, said that among those who by virtue of their calling have a special duty to perform in the combat of tuberculosis, the teachers of the public schools stand first. They should not only be familiar with the ordinary methods of preventing the spread of the disease, preach and practice in their class-rooms ample ventilation, but they should also be familiar with the general appearance of the tuberculous child, so that they may call the attention of the school physician or the parents to the condition of the pupil. It should be known that bone and joint tuberculosis is most frequently manifested in childhood. The early symptoms of tuberculosis of the bones and joints show themselves in the lameness and easy tiring of the arms and legs affected. If the spinal column is affected the symptoms will depend upon the location of the vertebrae which is attacked by the disease. Scrofulosis, which is only a milder form of tuberculosis, and which is even more frequent than bone tuberculosis in children, is easily recognized. The principals of the schools should make it their duty to incorporate in the curriculum of all classes gymnastics, outdoor exercises, and play. The mental development of children should never be pushed to the detriment of their physical development and well-being.

**Illinois's Arbor Day.**

Governor Yates, of Illinois, has issued the following proclamation: "In accordance with the established custom April 24 is hereby designated as Arbor day in the state of Illinois. In the celebration of Arbor day by the schools and educational institutions it would be appropriate to couple with the study of trees, lessons on the value of birds and the great importance of their protection. The young people of Illinois cannot have too great an appreciation of nature or too keen a sense of the relation between her many beauties and utilities."

Colonel Richard H. Pratt, for nearly thirty years superintendent of the Carlisle Indian school, has resigned.

California's school teachers have joined the union movement. The San José teachers have applied to the American Federation of Labor for a charter.

Secretary Root has endorsed a project for the introduction of rifle practice in the public schools of the United States. As soon as definite plans can be made the intention is to give the project a trial in the public schools of Washington. So Kipling was not far wrong after all.

St. Clair McKelway, editor of the Brooklyn *Eagle*, and for over twenty years a member of the state board of regents, has resigned from the board. Mr. McKelway alleges his ill-health as the cause of his action. Perhaps the recent ill-tempered remarks of Deputy State Superintendent Ainsworth had something to do with Mr. McKelway's action.

Those who seem to be persuaded that Scotland is least progressive in the adaptation of university curricula to the requirements of the times may throw off their delusion when they read that Scottish universities have been among the first to allow Greek to be elective, serving as an alternative with Latin. According to the first president of the Scottish Classical Association Prof. G. G. Ramsay asserts the step has not been detrimental to the study of Greek. "The study," he says, "is not dead and can be trusted not to die. There has been a falling off in the number of learners of Greek who would never have prosecuted the study to any advantage; but the number of those prosecuting it to real purpose, with a view to a high standard, has increased; the standard of work, both in Greek and Latin, is steadily rising, and the figures in the universities are hopeful in that respect for the future."

Joseph B. Davis, instructor in botany at the University of California, has been appointed chief agriculturist and botanist of the Transvaal government at an initial salary of \$5,000 a year and expenses.

The school authorities of Waterville, Me., have taken a sensible stand on the health question by requesting the health department to fumigate all the school buildings. The board noted that epidemics of contagious diseases appeared only in times when the schools were in session. From this they reasoned that the germs of disease were to be found in books and school apparatus. A yearly general fumigation of the school buildings will, from now on, be a regular part of the school program.

Glasgow university has been empowered to confer two new degrees—bachelor of science of public health and doctor of science of public health. The former degree will be conferred on those who, after graduating from a medical course, have received practical instruction in bacteriology and the pathology of the diseases of animals transmissible to man and have been, for five consecutive months, in the public health laboratory of a university, and, later, have studied practical sanitary work under a medical officer of health. The second degree will be open to those who have held the lesser degree for five years, and one of the conditions is that each candidate shall present a thesis or publish a memoir or work to be approved by the university senate.

To commemorate its thirty-fourth charter day the University of Nebraska dedicated a cannon captured at the first battle of Manila. It was presented to the university by Captain Pershing, a former instructor at the institution.

The Peabody museum of Yale university has received from Florida a considerable fossil collection, representing fauna of that state, obtained from the phosphate beds. In the fossils those of the elephant are predominant.

Dr. G. R. Glenn, formerly state commissioner of education of Georgia, will, it is announced, succeed the late Dr. J. L. M. Curry as agent of the Peabody Educational fund. Dr. Glenn has been in close touch with Dr. Curry and will be able to carry out his plans.

Letters.

Pupil Government of Schools.

School men are naturally anxious to take advantage of everything that seems to promise good to their schools. Hence many of us have watched the discussion of the "school democracy" question with interest and have waited for the good to develop itself. There was a discussion of it at the Missouri State Teachers' meeting at St. Louis recently and the lead was taken by Mr. Ray, of Chicago, the apostle of the new cult. After the smoke of conflict has cleared away we can begin to see what it has left us.

The claim is made for this departure that we can advance the training for citizenship by shifting responsibility to the pupils at an early age. They may be led to perform a citizen's duties and may be taught to use their future powers rightly. The results aimed at are wisely to choose leaders, judiciously to exercise delegated powers, and promptly to obey chosen officers. The practice is for the pupils to elect officers from their number who look after the discipline. The realizations are said to be eminently satisfactory.

It seems to me that I have fairly stated the claims for the new movement, and the mere statement of them almost makes me lean again toward them. But besides the inertia charged against us there are several things to cause us to pause.

The first proposition I would make is that it is an un-American regime that is proposed in that it unduly exaggerates authority. The foundation of democracy is the absence of authority as far as possible. In ordinary life, the authorities affect us very little, and we deem it an impertinence for anybody to tell us what we shall do. But this plan proposes that we have officers elbowing and watching the pupils all the time, and this is eminently un-American. We have learned long ago of the effect when a man is "clothed with a little brief authority," and we surely can expect no more from children.

The second point is we need to train followers not leaders. This may seem contradictory to the first point, but closer examination will show it is not. The large majority will not need to command, and none need training in that direction, for the same food that nourishes the private will mature the general's powers.

The captain of industry grew up under the same conditions as the day laborer, and owes his advancement to native superiority. If special training could produce presidents there would soon be a scarcity of postmasters.

Lastly the training needed for the present and the future, for citizenship of earth or heaven, is self-government. The doctrine was old when the inscription was still fresh "Man know thyself." The idea was still new when the poet said, "The proper study of mankind is man." The thought is now as new as it will be when we arrive at that glorious state "which we hope to enjoy by a firm reliance on Divine Providence."

To have self-control one must know himself, and to know himself one must know others. He must know of their thoughts and experiences, of their risings and their fallings, of their hopes and their despairs. Delegated control represented by "pupil government" is good; divine right, represented by the teacher with permission of the parent is better; self-government is sublime.

Fellow pupils are not sufficiently mature to assist in building up this character. Each one must fight this battle out by himself. The most that we can expect to do for the young pugilist is to keep him in good condition and then see fair play. In this matter precept is almost nothing; example is almost everything. Just here is the need for the best people in the school-room as teachers that can be had. Just here, also, is the possibility for the highest reward in the teacher's reach, the salvation of the unnatural part of his charges.

City schools furnish an unrivaled arena for the cultivation of this strenuous growth. Hence I hold that the

glorification of the old-fashioned country school is out of date. The city schools are comparatively new in our country and have been unduly neglected, but they are so vigorously proving their merit that nobody wants the country schools but those who have long ago ceased to need them. There is a good deal of cant nowadays, chiefly from old men, on this golden age of the little red school-house. But "the proof of the pudding is in the eating" and nobody wants the frugal fare of the ungraded school if he can get better.

Competition is as good in character building as in other lines of business, and the life, numbers, and variety of types found in city schools add greatly to the opportunities for a well rounded structure.

After being "almost persuaded" to believe in the democratic school community, I begin to fear that it may be populistic in its tendency or even a greenback craze with a depreciated currency. At the risk of being called a mossaback I congratulate myself on not yielding to its seductive attractions.

St. Louis.

WILLIAM P. EVANS.

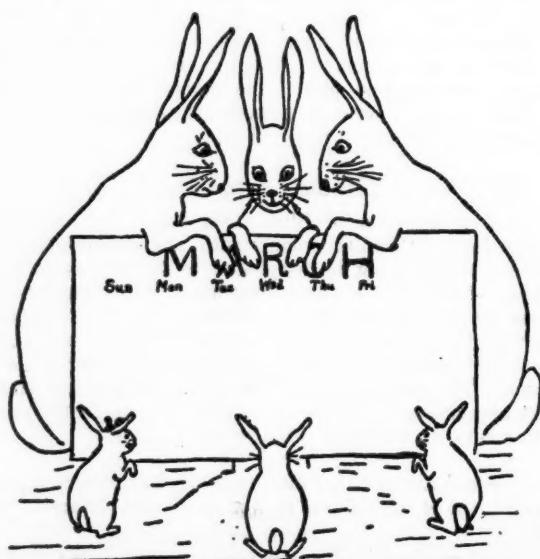


An Intelligent Janitor's Views.

Too many principals are wholly empirical in their methods and as a result often fail in their work, particularly in discipline. Bad discipline, to my mind, is but the manifestation of the deterioration of the pupil's character as a result of the principal considering the gaining of character secondary to obtaining regents' counts. When I criticised one principal for his "cram" policy, his reply was, "Which is worth most to pay board bills, money in hand or all the gold in the sea?" The reading of a good educational paper would help such ideas.

It seems to me that the ideals of a school may be safely said to be ten. They are :

- (1) Attractive personality in teachers and attractive physical surroundings, that school life may be made attractive to the child.
- (2) The educational aid of fine art and esthetic culture.
- (3) Robust health and physical vigor as a fundamental in education.
- (4) That the inculcation of patriotism and civic duty is a primary element of education.
- (5) That the pupil shall learn self-government and self-control.



Blackboard Calendar designed by A. Spring, New York.

(6) That the school organization shall beget a habit of order as a life possession.

(7) That attention be given to current events for their effect in enlarging and broadening the view of life.

(8) That the faculty meet for conference study and the exemplification of the school spirit.

(9) That the teacher aim to make the pupils users of the public library in order that their education may be continued thru life.

(10) That the school may be made the culture center and social meeting ground of community life.

In these ideals the influence of the school for the moral uplifting of the pupils is the unit. Thus the true educational superlative, as regards the janitor, seems to me to be that the school spirit should broaden his study to take in the whole of the school environment, and, finding the unit of influence the high one of moral influence, should convey a sense of the dignity of his work not now widely enough apprehended by the janitor or the teacher. Besides this it seems to me that the teacher's organization of the school program is not generally sufficiently inclusive of these several ideals as to get a well rounded program which will gather ideality into a consolidation of moral influence.

Cambridge, N. Y.

H. A. ROBERTSON,
Janitor.

How Fighting Was Dealt With.

A young teacher having been informed that one boy in his class had thrashed three others, and had used clubs and stones to assist him, called the offender to him.

"John," he said, "have you anything to say for yourself?"

"No, sir, except that the boys would not let me alone this morning. I told them to stop bothering me, that I did not want to fight. But when I went home this noon they all followed and shouted after me. Then they threw my hat over a fence and said, 'You kid, you doesn't fight.' When they said that, I licked 'em."

"Well, John, if you tried to avoid a quarrel and they persisted in insulting you, you did quite right. As a rule, fighting is vulgar and brutal, but there are times when nothing else answers. Hereafter, however, don't use clubs or stones."

Another time a boy was reported for knocking down a schoolmate and choking him. Investigation showed that the latter had been picking at the other chiefly because he was a timid boy and would not fight if he could help himself. His friends urged him to "pitch in," but for a long time he would not. Finally the would-be fighter seized the other's sister, pushed her down and hurt her. This was too much for Charles. He was willing to endure sneers and insults to himself, but not when they included his sister.

When these facts were learned by the teacher he said: "Charles, you did quite right in knocking Arthur down. But aren't you ashamed of yourself for choking him when he was down?" Charles admitted that he was. "Then I must punish you for that. I will settle with Arthur for having tried to make you fight."

This school is in a crowded city district and has about 600 boys in attendance. When the young teacher first undertook his duties there, five or six fights a day were nothing unusual. Almost every night a special ring was formed for that purpose.

Now, however, a fight rarely takes place. The teacher has impressed upon the boys that fighting is low and mean. At the same time he has taught them that every boy should fight to defend himself or others.

By thus looking upon fighting from the small boy's point of view he has led them to see his standpoint.

This may not be a particularly good way to deal with fighting, but it has proved effective here. D. R.

New York.



Agricultural Reports as an Aid to Nature Study.

There is a vast amount of good literature, useful in the teaching of nature study, that any teacher may have for the asking. Every year the United States department of agriculture publishes reports from experiment stations, farmers' bulletins, and circulars of information which discuss problems relating to various agricultural industries.

I shall try to make plain the application of this class of literature to nature study in schools.

It is presumed that, in a well-planned course of nature study, a child will have progressed thru general observation of common plants and animals, in the primary grades, to a more detailed, intensive study of types of trees, flower structure, relations of flowers to insects, salt water life, amphibia, insects, birds, and so on, in the lower grammar grades. He is now, in the higher grammar grades, ready for broad problems in regard to the inter-relations of these groups and their relation to man. Furthermore, he is at the age when he is interested in things that men are doing all over the world, and the ways in which they are doing them. Hence it becomes a pedagogical fact that this is the place in the curriculum to give the child as broad and useful a knowledge of industries as the circumstances permit.

It is with these facts in mind that I wish to call the attention of teachers to the source of material which I have mentioned—the publications of the United States department of agriculture. I quote at random a few of the many titles of farmers' bulletins and circulars: "Peanuts: Culture and Uses"; "Weeds, and How to Kill Them"; "Bee-Keeping"; "Fowls: Care and Breeding"; "Irrigation in Humid Climates"; "Some Birds in Their Relation to Agriculture"; "Cattle Ranges in the Southwest"; "Fish as Food"; "Protection and Importation of Birds"; "Wild Animals which may be Imported without Permits"; "Information concerning Game Seasons"; "A German Common School with a Garden"; "American Dried Apples in the German Empire"; "Extension of Markets for American Food Stuffs"; "Facts and Figures Regarding our Forest Resources"; "Grasses as Sand and Soil Binders"; "Improvements of Public Roads"; "Birds as Weed Destroyers"; and so on, indefinitely.

These pamphlets will serve principally as a source of information to the teacher, to be worked over into the proper form for presentation to the class. Often, however, it may be well to place them where they will be accessible to the children.

Teachers may obtain these bulletins and circulars from the secretary of agriculture, Washington, D. C., or from the senators, representatives, and delegates in Congress from their respective states. A printed list of publications will be sent promptly upon request.

Providence, R. I.

ELIZABETH SPRAGUE.

Catarrh, an excessive secretion from an inflamed mucous membrane, is radically and permanently cured by Hood's Sarsaparilla.



A German Artist's Suggestion for March Calendar.

The Educational Outlook.

President Wilson on Educational Aims.

At the Founder's Day celebration at Peddie institute, at Hightstown, N. J., the principal address was made by Pres. Woodrow Wilson, of Princeton university, on the "Meaning of a College Education." He said: "Schools furnish the tools of the mind; the college, the art and scope of their use. The tools are the knowledge, discipline, system, and training received in the school course. How to apply them and a view of the field in which they are applied is for the college to teach and give. A college education is the process of maturing, and a release of the faculties. The process of growth begins in the school; the fruit and flower are for the college course to bring forth. The faculties in school days gain strength in exercise and the attainment of information. The work of the college professor is to liberate that strength and give the broad and clear view of life with which the young man should begin his career in the world. That is the aim of education and the benefit to be derived from it.

Rural School Consolidation.

An investigation is being made by prominent New York educators with a view to seeing whether legislation is needed to permit the consolidation of rural schools. The plan is the same as that in use in North Dakota and Wisconsin, to combine the several school districts in each town into one central school and to provide transportation for the pupils in the outlying districts to and from schools.

The proposed bill, if it is decided that one is needed, will authorize the state superintendent of public instruction to permit trustees in a school district where a desire exists to take advantage of this consolidation plan, to do so, and the money contributed by the state to the several districts will be pooled and expended in a way which will be of the most benefit to the several localities.

Library Extension in Buffalo.

C. E. Leland, of Buffalo, has been appointed superintendent of libraries of the board of education. This is the beginning of the policy of the board to establish class libraries thruout the city.

It is understood that the libraries in each school will be organized by classes, with fifty or seventy-five books to a class. The teacher will have charge of the distribution of the books. Different plans of distribution, however, are to be tried at first, in order to ascertain the best, if possible.

Under the direction of the board of superintendents, Superintendent Leland will have charge of the selection of the books constituting the different libraries. The books for each class will be chosen entirely from those proved to be the best in past experience. The books are to be kept in an open bookcase in the classroom, and the children are to be given the greatest freedom in using the library. Under no condition will any teacher be permitted to grant the use of the library as a reward or withhold it as a punishment; neither will a teacher be allowed to coerce a pupil into using the library.

Conditions in North Carolina.

The conditions, which the General Education Board was organized to meet and is meeting, are well illustrated by the annual report of State Supt. J. Y. Joyner, of North Carolina. According to his figures, there are 676,615 children of school age in the state, 454,657 white and 221,958 colored. The total amount expended for the education of each child of school age is but \$2.17. The average monthly salary of colored teachers is \$22.19, and for

white \$26.78. The length of the public school term averages 79.1 days. The United States census report for 1900 shows that 28.7 per cent. of the total population, 19.5 per cent. of the white, and 47.6 per cent. of the negro population are illiterate.

At the very foundation of every successful school system lies necessary equipment in houses, furniture, and grounds.

The average value of the school-houses for the state, including all the equipment is, white \$231.43, colored \$136. This is less than the valuation of almost the poorest house in any town. Eight hundred and thirty districts are without houses. Eight hundred and twenty-nine still have rude log houses. In one of the richest counties of the state, fifteen houses were reported valued, house, equipment, and land, at less than *five dollars* each. In many of the rural districts the houses are still rude, deskless, and comfortless. These few instances show how rude education must still be in some parts of the country and only emphasized the more the need for the existence of some organization like the General Education Board to begin the work of raising the educational standards in such parts of the country.

Prizes for Patriotic Essays.

The Grand Army of the Republic of New York has offered thirty prizes to the children of the public schools for essays on historical and patriotic subjects. There will be ten prizes of \$10 each in gold; ten prizes of silk flags; ten medals of honorable mention. Any pupil in any of the public schools of the state may compete.

The topics chosen are as follows: "Abraham Lincoln," "The Lesson of the Civil War," "The War of the Revolution," "The Spanish-American War," "William McKinley," "Alexander Hamilton and the Constitution," "The Lessons of Peace," "The Study of American History," "Why We Should Love the Flag," "The Louisiana Purchase," "The Union Army of 1863 and the Grand Army of 1903."

Essays offered in this competition must not exceed 1,000 words in length and they must be submitted to the state superintendent before June 1.

Higher Business Education.

The first convention of business men and educators was held at Ann Arbor, Mich., on February 5, 6, and 7. Dr. Edmund J. James, president of Northwestern university, spoke on "Recent Tendencies in Education as a Result of Social and Industrial Changes." Prof. William A. Scott, director of the School of Commerce, at the university of Wisconsin; Prof. C. A. Herrick, principal of the Central high school of Philadelphia, and Dr. Edward D. Jones, of the university of Michigan, discussed "Industrial Studies in College." Edwin H. Abbott, of Boston; A. C. Bartlett, of Chicago, and James B. Dill, of New York, discussed the question, "What Can a University Contribute to Preparation for a Business Life?"

The conclusions drawn from the discussions were as follows:

The leading commercial men of the country agree that there is an adequate demand for the university man who is thoroughly trained in industrial affairs.

That the universities, realizing that this demand is increasing, are seeking to institute proper courses for the training of their students.

That the higher commercial educational courses are now in their infancy, and just what and how it should be taught has not yet been developed.

That the departments of commerce and

industry are destined to become as popular and as strong factors as any of the present professional departments.

This convention was held under the auspices of the Michigan Political Science Teachers' Association.

Philadelphia's Needs.

The annual report of Pres. Henry R. Edmunds, of the board of education of Philadelphia, suggests that the city add five cents to the annual tax rate to improve the schools of the city. The report asks for the erection of a number of new buildings to relieve the cramped conditions now existing in many of the schools. The cost of education in the city last year was \$26.09 per pupil.

Tuskegee Day.

The twelfth annual meeting of the Tuskegee negro conference was held on Feb. 18 and 19. Hundreds of negroes gathered at Normal and Industrial institute to discuss the problems of the race. Most of the prominent legislators of the South were present.

As a result of the discussions of the first day the following resolutions were adopted:

We believe that our progress centers largely around the acquiring of land and homes, the exercise of economy and thrift, the payment of taxes, and thoro education of head, hand, and heart, to the end that we constantly grow more fit for all duties of citizenship.

Since the greater portion of us are engaged in agriculture we urge the importance of stock and poultry raising, the teaching of agriculture in the country schools, the thoro cultivation of a small acreage rather than poor cultivation of a large one, attention to farm work in winter, the getting rid of the crop mortgage system, and the habit of living in houses with but one room.

We urge better schools in the country districts, more protection to life and property, better homes for tenants, and that home life in the country be made more attractive, all this mostly with the view of keeping our people out of the large cities in such large numbers.

In connection with better schools and churches we emphasize the need of careful attention to the moral character of our ministers and teachers and all others acting in the capacity of leaders.

Prosperity and peace are dependent upon friendly relations between the races, and to this end we urge a spirit of manly forbearance and mutual interest.

On the closing day resolutions of regret at the death of Dr. J. L. M. Curry were adopted, which expressed appreciation of his great interest in Southern education, in negro education in general, and in the work of the Tuskegee institute.

The subject of teaching agriculture was discussed and the following resolutions adopted as a result:

"Since the vast majority of the negroes of the South are engaged in agricultural pursuits and will be for many years we believe the subject should have larger attention in primary, secondary, and other institutions of learning."

"Discussion has developed the fact that there is a growing interest among educational workers in this particular."

"It is evident that agricultural instruction can be carried on in connection with any kind of educational work."

"We would strongly urge agricultural extension work thru the medium of fairs, farmers' institutes, traveling libraries, and other agencies."

"We are pleased to note that college-bred young men among us are recognizing the advantages afforded in these directions and are preparing themselves as captains of industry and leaders in doing this work."

In and Around New York City.

At the last regular meeting of the delegates of the New York City Teachers' Association a committee of fifteen was appointed to consider the tentative course of study and report to the delegates. The committee of fifteen will be subdivided into committees of three, each of which will consider one of the following groups: English, arithmetic, nature study, geography, history, and manual training.

Additional portable school buildings are to be erected in Brooklyn. These are to be placed in school yards for the overflow classes. The cost is nominal and they are greatly preferable to the average rented premises.

The teaching of sewing has been extended to the borough of Richmond, and two special teachers have been assigned there.

Charles C. Burlingham, ex-president of the board of education was recently tendered a reception by its members. Supt. Maxwell and C. B. J. Snyder, superintendent of school buildings, were the dinner guests. At the conclusion of the dinner Mr. Burlingham was presented with a silver loving cup.

Prin. Charles D. Raine, of P. S. No. 43, Brooklyn, is to take charge of the Brooklyn Eastern Evening High school, succeeding the late principal, James Jenkins.

The George White Alumni Association held its annual dinner on February 14. The association is composed of graduates of P. S. No. 70, of which Mr. George White has been the principal for many years. About one hundred members were present. Mr. White said that he believes that not enough credit is given to the schoolmasters for doing more for the country, even in these times, than those who occupy more prominent positions. Not the least of the services they render, he declared, is in showing that a man can live a worthy and successful life and remain poor.

Congressman-elect Joseph A. Goulden, a former commissioner of education in New York city, has opened his appointment to West Point as well as to Annapolis for competitive examination to boys

of the proper age in his district. Both examinations will be held in P. S. 4, the Bronx (old 63), on Saturday, March 7, at 10 A. M.

The cadets on the schoolship St. Mary's recently showed that their training is decidedly practical by rescuing a woman from drowning. The woman either fell or jumped from a ferryboat and was seen by the watch on the schoolship. A boat was at once manned by the boys and the woman quickly dragged from the water.

The annual dinner of Hoi Skolastikci will be held at the Savoy on April 18. The guest of honor will be Andrew Carnegie. Tickets may be had upon application to Plowden Stevens, treasurer, East Side Evening High school.

The date for the opening of the summer school of New York university has been changed to July 8, to permit attendance on the sessions of the N. E. A. at Boston.

J. Graham Phelps-Stokes has been appointed to the advisory board of the Speyer Experimental school.

The committee on employment for students at Columbia university has issued a report, which shows that \$14,933.64 was earned by 164 students at Columbia, from Oct. 1, 1902, to Jan. 1, 1903. Of this amount \$2,434.68 was earned by women students.

The authorities of Teachers college desire to increase its work along the lines of domestic economy. There is a growing demand for teachers of domestic economy in institutions of all grades, from rural schools to colleges. Altho fairly well equipped along this line, Teachers college has no adequate facilities for doing the advanced work which will soon be called for.

Columbia university and the Alliance Française of New York, have determined to establish free courses, open to the public, for the teaching of the French language. This work is to be done co-operatively, as provided for by an agreement entered into last December. Two of the courses are to be opened this month in the buildings of the Medical school of

Columbia and the Speyer school. The courses, which are to be elementary in character, are to be conducted by Messrs. Stanislas LeRoy and Coheleach. Lessons are to be given three times a week in the evening until the end of May. The number of pupils in each class is limited to fifty.

The department of Chinese at Columbia university is giving eleven courses for the second half year. The object of the instruction is to fit students for practical service in China. Two of the courses, one on Chinese history, and one on Chinese ornamental art, are open to the public.

The law school of New York university has issued an announcement describing the new curriculum, which will lead to the new degree of J.D. (Juris Doctor). This degree will be open only to college graduates, and is intended to be the equivalent of the same degree in German universities.

A committee has been organized among the alumni of the Brooklyn Polytechnic to raise \$100,000 for the purpose of developing the institute.

Beginning March 6 and continuing weekly until April 24, a series of free lectures will be given on education by Prof. Earl Barnes, Mrs. Isabel R. Wallack, and Dr. William H. Maxwell in the West Side auditorium, West Fifty-seventh street. Professor Barnes will give six lectures on the following subjects: "The Problem of Infancy," "The Extension of Personality," "The Growth of Ideals," "The Play of the Mind," "The Child and His Peers," "The Child at Work." Mrs. Wallack will give the seventh lecture on "The Atypical Child," and Dr. Maxwell will conclude the course by repeating his address on "The American Teacher."

The committee on lectures and libraries of the board of education has authorized the supervisor of lectures, Dr. Henry M. Leipziger, to make arrangements for three courses of Sunday lectures. These will be in three groups, one English, one in Yiddish, and one in Italian. The lectures in the foreign languages are intended for elderly people, who are not likely to learn the English language. These lectures will be on American his-

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tory, good citizenship, and health. The English lectures will be on biographical, ethical, and musical subjects.

Columbia university announces a course on automobile engineering. The course will be technically known as "Traction engines and automobile carriages," and will deal with rolling stock, and self-propelling road engines, street railway engines, cars, and automobiles.

The sixteenth annual report on factory inspection contains several recommendations for the amendment of the laws regulating child labor. Commissioner McMackin suggests that children between twelve and fourteen years of age be required to attend school thru the entire school year, instead of eighty days every year, as provided for at present.

Over 5,000 graduates of the elementary schools have applied for admission to the various high schools and most of them have been accommodated. The Wadleigh High school has had to resort to some part-time classes and the Girls' Technical Trades school has been compelled to establish a waiting list.

Westerleigh college, a large private school in Prohibition Park, Staten Island, was destroyed by fire on Feb. 19. Three hundred students were in the building at the time but escaped without injury. One of the teachers jumped from a window and broke both legs. The loss on the building was \$80,000.

Board Committees.

President Rogers has announced the assignment of the members of the board to the various committees for the year as follows:

Finance—Mr. Lummis, chairman; Mr. Harrison, Mr. Jay, Mr. John C. Kelley, Mr. Rossiter.

Buildings—Mr. Adams, chairman; Mr. Barry, Mr. Donnelly, Mr. Schaeidle, Mr. Thomson, Mr. Brunner, Mr. Kennedy, Mr. Stern, Mr. Weir.

Supplies—Mr. Dix, chairman; Mr. Collier, Mr. Weir, Mr. Payne, Mr. Cunnion, Mr. Kiendl, Mr. Wilsey.

By-laws and Legislation—Mr. Harrison, chairman; Mr. Everett, Mr. Kiendl, Mr. Macdonald, Mr. Stern.

Sites—Mr. Harkness, chairman; Mr. Adams, Mr. Barry, Mr. Dix, Mr. Rossiter, Mr. Barrett, Dr. Hamlin, Mr. John P. Kelly, Mr. Warburg.

Elementary Schools—Mr. Mack, Chairman; Mr. Collier, Mr. Ingalls, Mr. Francolini, Dr. Hamlin, Mr. John C. Kelley, Mr. Payne, Mr. Higginson, Mr. Wilsey.

High Schools and Training Schools—Mr. Abbott, chairman; Mr. Collier, Mr. Ingalls, Mr. Everett, Mr. Jackson, Mr. Greene, Mr. Mack, Mr. Harkness, Mr. O'Brien.

Special Schools—Mr. Warburg, chairman; Mr. Field, Dr. Haupt, Mr. Jay, Mr. Macdonald, Mr. M. O'Brien, and Mr. Schaeidle.

Studies and Text-Books—Mr. Greene, chairman; Mr. Field, Mr. Jackson, Dr. Rodenstein, and Mr. Mann.

Lectures and Libraries—Mr. Wingate, chairman; Mr. Brunner, Mr. Connery, Mr. Frissell, Mr. Guy, Mr. Harrison, and Mr. Jonas.

Care of Buildings—Mr. Donnelly, chairman; Mr. Higginson, Dr. Haupt, Mr. Jonas, Mr. Kennedy, Mr. Thomson, and Mr. Vandenhoff.

Nautical School—Mr. Weir, chairman; Mr. Connery, Mr. Cunnion, Mr. Francolini, Mr. Guy, Mr. John P. Kelly, Mr. Vanderhoff.

Normal College—Mr. Mann, chairman; Mr. Abbott, Mrs. Barrett, Dr. Haupt, Mr. Lummis, Mr. Mack, Dr. Rodenstein, Mr. Wingate, President Hunter (ex-officio).

Medical Inspection.

In a recent address on "Health in Relation to the schools," Health Commissioner Ernest J. Lederle gave an interesting history of the work done by his department in the New York schools. He said:

"Some years ago physicians were appointed to visit each school shortly after nine o'clock to examine those children who had appeared sick to the teacher. This was the beginning of the medical school inspection in this city. Many cases of contagious diseases were found in this way and kept from the schools, but it left too much to the teacher, who cannot be expected to know whether or not a child is sick.

"Last summer we employed fourteen eye specialists to examine the eyes of all children in twenty-six schools, and they found over 6,000 cases of trachoma. Warned by this, we made plans for better medical inspections, and on September 8 when school opened, we were ready to examine each child in every school. By January 1 we had sent home 25,000 children to be treated for various ailments, including sore eyes, measles, scarlet fever, whooping cough, diphtheria and chicken-pox.

"This vigorous inspection at first caused some confusion in the classes, and some teachers and principals were up in arms and complaining bitterly, but it was only justice to the well and clean children and their parents to take this course, and gradually the opposition is dying out. This work in the school is of the greatest benefit to the whole community in preventing contagion.

"The school nurse is a new institution but she has demonstrated her usefulness in the last three months. When so many children were sent from school we were told that we were interfering with education; that there was no way of getting some of them back for a long time. This complaint has been corrected by the nurse and she is now an integral part of the system.

Getting Them to School.

Dr. Maxwell will recommend to the legislative committee on the compulsory education law that the bill be amended so that it will be obligatory upon children employed in factories, who are not ele-

mentary school graduates, to attend night school regularly until they are sixteen. This would result in an immediate increase in the night school attendance.

Another recommendation will be that all newsboys under sixteen be placed under the control of the board of education. By a rigid supervision of the issue of licenses to the boys the board could control them while out of school by limiting the hours during which they might sell papers. If this proposed legislation is passed, all truants will be committed for a term of two years, and their release at an earlier date will depend upon their good behavior. This would make it necessary to keep the truant schools open during the summer, which would undoubtedly prove to be a great benefit to the system.

Mr. Cook's Retirement Plan.

Considerable opposition has arisen among the teachers of New York against the proposed retirement law change advocated by Auditor Cook, of the board of education.

Some feel that the time for a change in the retirement fund has not come and oppose the present plan as tending to place the teachers in the hands of the city authorities and cease to make the fund a trust. There are those, too, who feel that some amendment should be made in order to make honorable retirement officially possible, and also to permit of earlier retirement.

At the recent meeting of the New York City Teachers' Association, the report of the teachers' interest committee on this subject was as follows:

In the opinion of the committee, it is best to let the pension law alone until there is immediate necessity for a change. In general, nothing should be done to in any way detract from the character of stability which a law such as the pension law should have. Every time it is changed the ease to change it further is made greater. The longer it can remain unchanged the more it acquires the character of permanency, the more certain it is not to be lightly dealt with.

In particular, your committee strongly advises against any change that would put the management or allotment of the funds for pensions in any other hands than in the hands of the state authorities. The further away such allotment is from the immediate political turmoils of the

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city the more permanent will be its nature.

Auditor Cook, on his side, explains that his plan by no means places the teachers in the hands of the board of education. The plan proposes to regulate the annuities by law in a manner similar to that prescribed by the Davis law. Under this plan the retired teachers will receive varying amounts, according to the length of service after which a teacher is retired.

Chicago Items.

Wallace Heckman has been appointed counsellor and business manager of the University of Chicago. He succeeds Major Henry A. Rust, who recently resigned the office, which he has held since the founding of the university.

Elbert H. Gary has presented his valuable collection of law books, which has only one equal in this country, that of the Harvard law library, to the Northwestern university law school. It consists of the complete series of reports of decisions of the highest courts of the chief countries of Europe. It also includes the various codes of those countries and various law journals.

Dr. Edward Capps, professor of Greek at the University of Chicago, has been invited to give lectures at Harvard next year. Professor Capps will give two courses, one on "The Greek Comedy" and the other on "The Greek Theater." The Chicago professors justly regard this invitation as a pleasing recognition of their university.

The Association of Colleges and Preparatory Schools of the Middle States and Maryland has announced that it will hold a convention at Columbia university on November 27 and 28.

Knows No Distinction.

Rich and Poor Alike Suffer from Catarrh in This Climate.

All observant physicians have noticed the enormous increase in catarrhal diseases in recent years, and the most liberal and enlightened have cheerfully given their approval to the new internal remedy, Stuart's Catarrh Tablets, as the most successful and by far the safest remedy for catarrh yet produced.

One well-known catarrh specialist, as soon as he had made a thorough test of this preparation, discarded inhalers, washes, and sprays and now depends entirely upon Stuart's Catarrh Tablets in treating catarrh, whether in the head, throat or stomach.

Dr. Risdell says, "In patients who had lost the sense of smell entirely and even where the hearing has begun to be affected from catarrh, I have had fine results after only a few weeks' use of Stuart's Catarrh Tablets. I can only explain their action on the theory that the cleansing and antiseptic properties of the tablets destroy the catarrhal germs wherever found because I have found the tablets equally valuable in catarrh of the throat and stomach as in nasal catarrh."

Dr. Esterbrook says, "Stuart's Catarrh Tablets are especially useful in nasal catarrh and catarrh of the throat, clearing the membranes of mucus and speedily overcoming the hawking, coughing, and expectorating."

Any sufferer from catarrh will find Stuart's Catarrh Tablets will give immediate relief and being in tablet form and pleasant to the taste, are convenient and always ready for use, as they can be carried in the pocket and used at any time, as they contain no poisonous drugs, but only the cleansing, antiseptic properties of Eucalyptus bark, blood root, and Hydrastin.

All druggists sell the tablets at 50 cents for complete treatment.

New England Notes.

BOSTON, MASS.—At the thirty-fifth annual meeting of the Bowdoin alumni of Boston and vicinity, President Hyde outlined the work the college has set before itself in the expansion of the past few years. No attempt is being made to develop into a university such as Harvard. In a university all branches of knowledge are taught so thoroughly that at the end of the course the pupils are themselves prepared to teach the branch pursued. But Bowdoin gives attention to the particular needs of the undergraduates, and then sends them to the post-graduate work of Harvard and the Institute of Technology. Harvard gets more graduates per year from Bowdoin than from any other college.

President Hyde would have Bowdoin occupy a middle ground between the old style college and the university. The first year of the course should be devoted wholly to gaining discipline. Then there should be about twenty departments with the work of able professors and assistants carefully arranged. The faculty can then say to any man at the beginning of the sophomore year that he may take all the work he can do in any one of these subjects, during the remainder of his college course. This will give him a thorough knowledge of one subject rather than a mere smattering of many.

Com. Robert E. Peary, U. S. N. '77, showed at the same meeting a series of stereopticon views taken on his last voyage in search of the North Pole, the slides none of them having before been shown in public. These were accompanied by a running account of his adventures.

Friday, February 20, was a marked day at the Boston Latin school. The exercises related to Washington's birthday, and the unusual feature was the unveiling of a portrait of Mr. Charles J. Capen, the senior master of the school. He began his work in 1852, thus having completed more than fifty years of service in the school. Mr. Capen has been a teacher for fifty-eight years and is within a few weeks of eighty years old. The exercises were appropriate to the occasion and when the portrait was unveiled by two boys from his room he responded at the piano with an improvisation on the air of "Believe me, if all those endearing young charms."

Mr. Capen planned to become a physician when he entered college, but upon his graduation in 1844 he was offered a position in the Middle school at Dedham. In 1848 he opened a private high school there to meet the wishes of some of the citizens, a venture which was successful and led to establishing the Dedham High school. Naturally, Mr. Capen became its first principal when this school was opened in 1851. But, in 1852, he became usher in the Latin school, was elected sub-master in 1867, and master in 1870. He has taught every branch pursued in the Latin school, except German, and he is still doing just as good work as at any time in the past. The particular feature of his work has always been an insistence upon full development in his pupils rather than mere memorizing of facts.

LOWELL, MASS.—The Lowell Textile school, whose three large buildings were dedicated on February 12, embraces within its scope instruction in the manipulation of all commercial fibers and all textile processes, from the raw material to the finished product, including the allied arts and sciences of chemistry, mechanics, and design. The dedicated buildings represent a combined cost of \$425,000. The commonwealth of Massachusetts and the city of Lowell combined to furnish this sum and contributions were also received from private individuals. The present number of students, although the school is just in its infancy, is 545.

Here and There.

The national convention of the American Physical Association will be held in Ann Arbor and Detroit, Mich., on April 6-19.

Colgate university has received the gift of \$100,000 from James B. Colgate, of New York. The university will now make an effort to secure an equal sum for the erection of a new science building.

The New York board of regents is trying to secure legislation that will give it complete control of the educational system of the state. This proposition would wipe out the present department of public instruction. State Supt. Charles R. Skinner is opposing this movement and is prepared to fight his position to the bitter end.

The following honorary degrees were conferred at the exercises of the University of Pennsylvania on Feb. 21: doctor of laws on Pres. Woodrow Wilson, of Princeton university; Prin. William Peterson, of McGill university, Montreal; John S. Sargent, the artist, and Gen. Leonard Wood, U. S. A.; doctor of science on Pres. Alexander Crombie Humphreys, of Stevens institute, Hoboken, N. J.

Memorial services for the late Pres. Charles Kendall Adams, of the University of Wisconsin, were held on Feb. 16, and were attended by the entire faculty, 1,500 students, and the state officials, Pres. E. A. Birge, of the University of

The Value of Charcoal.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking, or after eating onions and other odorous vegetables.

Charcoal effectively clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath, and purer blood, and the beauty of it is that no possible harm can result from their continued use but, on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

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Wisconsin, and Pres. Angell, of the University of Michigan, made addresses. Pres. Benj. Ide Wheeler, of the University of California, was unable to be present.

Mrs. Jane Stanford will soon surrender all control of the affairs of Leland Stanford, Jr., university, to the board of trustees. A bill has been introduced in the state legislature to amend the law which now gives Mrs. Stanford control. It is said that the trustees will insist upon electing Mrs. Stanford president of that board.

CUMBERLAND, MD.—Because of the obstinacy of a pupil, Ora Montgomery, a teacher in the Western Port school, is dead. She told a girl to remain after school for some violation of the rules. The pupil started to rush out and Miss Montgomery ran to intercept her. She tripped on her dress and fell down stairs, breaking her neck.

The trustees of the U. S. Grant university have decided to move the department of academic and liberal arts, which has been located at Athens, Tenn., since the establishment of the university to Chattanooga.

Presbyterian clergymen have decided to found a college at Denver, Col. The city has offered a complete college building ready for use.

Ninety-eight Bands of Mercy were formed in the Indianapolis public schools during January.

A bill is before the Missouri legislature to make it a misdemeanor, punishable by a fine, to flirt with boarding school girls, the spinster principals, or teachers.

The Caldwell school at Thayer, Ill., was burned to the ground on Feb. 16, and many of the children were seriously injured by being thrown from the second story window by their teacher to escape burning. The fire started from the furnace in the basement. The 100 children on the first floor quickly escaped, but the stairway leading to the second floor burned rapidly, cutting off all escape. As a last resort Miss Martin, the teacher, threw the terror-stricken pupils in her care from the second-story window to save their lives. She remained in the building entirely enveloped in flames, until the last child was out, when she jumped from the window.

The trustees of Wesleyan university have announced a gift of \$25,000 from

Charles Scott, Sr., and Charles Scott, Jr., of Philadelphia, to be used for the construction of the J. D. Scott memorial laboratory of physics.

Why the Boys Leave.

In a recent address on "Helping Humanity," Dr. Emil G. Hirsch, the famous Rabbi, gave some vigorous remarks on some evident failings of the public schools. "The fact that the preponderance of those leaving our public schools are boys, is generally attributed to the necessity of contributing to the family income, but," Dr. Hirsch said, "this is only a pretense: the real reason is that the school work is absolutely uninteresting to the boys." He urged that an effort must be made to reorganize the schools that the child knows what power is his—the power of the head, hand, and heart. "Our mere intellectual education, provided by the public schools, is top-heavy. The energy of heart lies dormant. Their hands are not developed and their hearts are stunted. Every child is suited for its particular vocation. So let the child be fitted, thru education, for what he has been created for by nature whether it be mental work or work with the hands."

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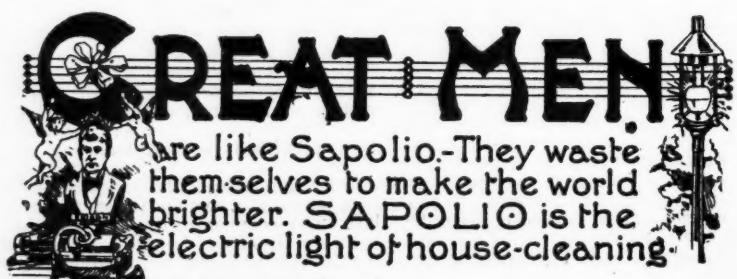
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Recent Deaths.

Joel Sumner Smith, assistant librarian of Yale university, died on February 13. He was a graduate of the class of 1853 of Yale, and was a prominent lecturer on bibliographical subjects.

Dr. Moses Mielziner, president of the Hebrew union college, of Cincinnati, died on February 18. He was well known throughout the United States and Europe on account of his writings. His "Introduction to the Talmud" is the standard text-book on this subject.

Eleanor Nyce Coolbaugh Freeman, widow of Samuel Freeman, a noted educator, died at Montclair, N. J., February 12.

John B. Henck, formerly professor of civil engineering at the Massachusetts Institute of Technology, died recently at Montecito, Cal. He was graduated from Harvard in 1840 and at once became the principal of the Hopkins classical school in Cambridge. The next year he served as professor of Greek and Latin at the University of Maryland and held a similar position at the old Germantown, Penn., academy for five years. In 1855, when the Massachusetts Institute of Technology was founded, he was appointed head of the department of civil engineering and continued to hold that position until 1881 when he retired. Professor Henck received the degree of A. M. from Harvard in 1843 and was a fellow of the American Academy of Arts and Sciences.

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